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STER'S SECOND BOOK.

A
SECOND BOOK
FOR
READING AND SPELLING.

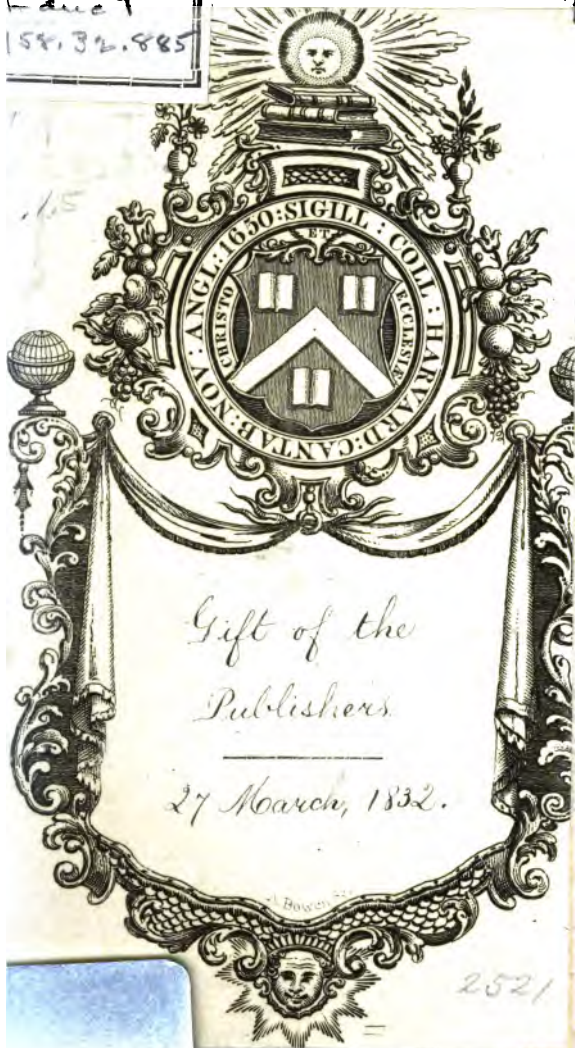


BY SAMUEL WORCESTER,
AUTHOR OF A PRIMER FOR THE USE OF SCHOOLS.

BOSTON:
RICHARDSON, LORD AND HOLBROOK,
NO. 133 WASHINGTON STREET.

1831.

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SECOND BOOK

FOR

READING AND SPELLING

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NEW EDITION.

BOSTON:
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DISTRICT OF MASSACHUSETTS, to wit:

District Clerk's Office.

BE IT REMEMBERED, that on the eighth day of Nov. A. D. 1839 in the fifty-fifth year of the Independence of the United States of America, **RICHARDSON, LORD, & HOLBROOK**, of the said district, have deposited in this office the title of a book, the right whereof they claim as proprietors, in the words following, to wit:

"A Second Book for Reading and Spelling. By Samuel Worcester. New Edition."

In conformity to the act of the Congress of the United States, entitled, "An Act for the encouragement of learning by securing the copies of maps, charts and books, to the Authors and Proprietors of such copies, during the times therein mentioned;" and also to an act, entitled "An Act supplementary to an act, entitled, An Act for the encouragement of learning, by securing the copies of maps, charts and books to the authors and proprietors of such copies during the times therein mentioned; and extending the benefits thereof to the arts of designing, engraving and etching historical and other prints."

JNO. W. DAVIS,

Clerk of the District of Massachusetts.

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REMARKS TO TEACHERS.

This Book is designed by the author to be used next after his PRIMER, or any other First Book for Reading and Spelling.

The words contained in it, are such as children use, and understand; the subjects treated of, are familiar and interesting; and the author has endeavored to make the style easy.

Words of this class, are very irregular: and no arbitrary arrangement can afford much assistance in learning to spell them. They need to be spelled many times, and in various combinations with other words.

The columns for spelling consist of words taken from the Reading Lessons. While studying his lesson for reading, the scholar will frequently meet with words which can be more easily pronounced by referring to the Spelling Lesson, where they are divided, and the silent letters are italicised. It is expected that, in this way, the Reading and Spelling Lessons will be learned at the same time. The teacher is requested to explain the meaning of Italic letters.

Several derivatives from a word are sometimes given, where they do not all occur in the Reading Lesson.

Though the Spelling Lessons in the first part of the Book may be so difficult, that the scholar will

need some assistance from his teacher, yet as he advances, he will find them to grow easier, as he will already have become familiar with many of the words which they contain.

In some cases, the teacher will probably find it best, to require the scholar to spell only a part of the columns, when he first reads the Lessons. After going over a few of them in this way, he may go back, read the Lessons again, and spell all the words.

The words for spelling are so arranged, that it will be best to learn, in the first place, the four short columns in the upper row, and then the next four.

The Cuts with which the Book is embellished, have been added to illustrate the Lessons, and render them more interesting to children.

The author has been able to select but few Lessons, which appeared to him well adapted to so young scholars as those for whom this Book is designed. A little assistance has been derived from an English work by Mr. Hornsey, and from Stories translated from the French, and lately published in New York.

The present edition of this book contains thirty-six pages more than the former. The new lessons are those which follow page 108, and are somewhat more difficult than the rest. Two lessons, entitled *Foolish Fears* and *Joseph's School Room*, were principally extracted from an English work of Mrs. Fenwick.

S. W.

LESSON I.



THE SUN.

1. The little boys and girls who have read my PRIMER, may be glad to have me give them a new book. You must learn to read and spell all the words in this SECOND BOOK, and to tell what is said in each Lesson.

2. The first thing that we shall talk about, is the Sun.

3. The Sun gives us light and heat. It is so bright, that it will hurt your eyes to look much at it. The light and heat of the Sun, make the trees, and grass, and all the plants grow.

4. When the Sun is about to rise, all the birds are glad, and sing their morning song.

5. Do not lie in bed late. Get up, and say your prayers; and then go out and breathe the fresh air, hear the birds sing, see the squirrels, and lambs, and calves skip and play. They are happy when the Sun rises, and makes them warm.

glad	fresh	then	new
book	light	when	talk
boy	heat	lamb	first
boys	tree	lambs	bird
girl	trees	skip	birds

girls	grass	play	them
have	plant	word	hear
give	plants	words	out
read	look	sing	they
spell	warm	song	your

prim-er	morn-ing	squir-rel
sec-ond	pray-ers	squir-rels
les-son	ri-ses	hap-py

LESSON II.

THE SUN.

1. The Sun is very large. It is much larger than all this earth on which we live; but it is a great way off, and that is the reason why it looks so small.

2. In the morning the Sun rises in the east. At evening it sets in the west. Then it grows dark, and the birds and beasts go to their homes, and rest all the night.

3. Some wild beasts sleep in the day time, and walk about in the night. They can see when it is dark. Owls and bats fly in the night, and can see very well in the dark.

4. I hope you have been told, that God made the Sun, and Moon, and Stars, and all things that you see. He made us; and He gives us all the good things, that we have.

5. We must often think of the Lord, who is so great and good. We must love Him with all our hearts, and try to do His will.

6. Do not take the name of the Lord in vain; nor use any idle words. When you think of the Lord, you must desire Him to keep you from evil, and teach you to do right.

great	hope	cause	must
small	you	which	think
why	told	live	great
east	moon	looks	vain
west	star	sleep	right

home	stars	their	teach
homes	thing	some	keep
walk	things	grow	love
beast	good	grows	earth
beasts	night	rest	will

lar-ger	oft-en	a-ny
lar-gest	a-bout	de-sire
eve-ning	e-vil	i-dle

ri-ses	wild	hope
ris-en	wild-er	ho-ping
ri-sing	wild-est	ho-peth

LESSON III.



JAMES PRATT AND JOHN REED.

1. A few days since, as James Pratt was on his road to a field near home, he met John Reed with a new kite in his hand.

2. "You have a nice kite there," said James; "pray what did you give for it?"

3. "I gave just ten cents for it," said John. "Do you think it cheap or dear?"

4. "I think," said James, "it is very cheap. I wish I could get such an one at the same price. But pray where is your cord?"

5. John said he had it in his hand; and he held it up, and told James that it was long and strong

6. "Now," said James, "let us go to the top of the hill, and make it fly." John liked the sport, and was glad to have James go with him.

7. When they got to the top of the hill, they soon set off the kite. It rose high ; but the wind was too strong ; so it soon fell down to the ground.

8. In its way down it met with a dead branch of an old tree, which tore a large hole in it ; but they knew how to mend it, when they got home.

few	field	James	say
day	near	John	said
days	home	nice	give
since	could	kite	gave
was	met	there	just
ten	wish	pray	branch
cent	such	cord	large
cents	one	soon	tree
cheap	same	fell	strong
dear	price	old	long

LESSON IV.



JAMES PRATT AND JOHN REED.

1. The next day they went to the same spot, with the kite as good as new, and with a hope to have good sport, as the wind was not too high.

2. When they set it off, its fine long tail hung with great grace in the air. It soon was so high, as to take the whole length of the cord.

3. James had hold of the cord, and he gave it a kind of jerk, and broke it. So the kite flew away, like a great bird.

4. "O, what have you done?" said John. James told the truth, and said he was very sorry.

5. "Well," said John, "we may as well go home now; we can do nothing more. If we run to catch it, we shall run in vain; if we sit down and cry, that will not bring back the kite. If I were to beat you, it would be wrong, and would do me no good."

6. What a good boy John Reed is! I hope that he will soon have a new kite; and that all the boys who know him, will be as kind to him as he was to James Pratt.

next	sport	tail	whole
spot	wind	hang	length
good	too	hung	hold
new	set	grace	held
hope	off	air	kind
give	fly	catch	back
gave	flew	shall	beat
jerk	flown	vain	wrong
break	bird	cry	boy
broke	truth	bring	boys

LESSON V.



DAVID AND HIS FATHER.

1 *David.* Can you tell me, father, who made all these great trees in the forest?

2. *Father.* They grow out of the ground.

3. *David.* But who makes them grow? I do not know how to make a tree grow. I put my stick into the ground yesterday, but it would not make a tree.

4. *Father.* No; you cannot make a tree grow, nor a plant, nor any thing else. Who is it that makes you live and grow?

5. *David.* I suppose that the Lord makes me live and grow, for you told me

that He made me, and gave me all the good things that I have.

6. *Father.* That is right; and I am glad that you remember what I told you. Now, who do you think makes the trees, and all other things grow?

7. *David.* I know now, that the Lord makes them grow. I am glad that you told me; for when I know that the Lord does any thing, I always like to think of it.

his	tree	know	plant
who	trees	put	nor
make	grow	stick	for
made	great	would	else
these	ground	you	live

that	thing	glad	when
tell	things	what	do
told	all	now	does
give	good	think	like
gave	right	out	of

Da-vid	yes-ter-day	a-ny
fath-er	sup-pose	oth-er
for-est	re-mem-ber	al-ways

LESSON V.

DAVID AND HIS FATHER.

1. *Father.* Come, David, do you want to talk any more ?

2. *David.* Yes, sir, if you please, I should like to have you talk.

3. *Father.* Well, then, you must ask questions, and I will try to answer them. If I talk without your asking questions, you will not remember so well what I tell you.

4. *David.* You told me yesterday, that the Lord made the trees grow. I want to know how He makes them grow. He gives me food to eat, and milk to drink; and that is the way He makes me live and grow. But trees do not eat and drink.

5. *Father.* The trees have roots, that go deep into the ground. The roots take out of the ground a great deal of water, and some other things, to make the trees grow.

6. *David.* If you will tell me the names of some of the trees, I will learn to spell them.

7. *Father.* The most common trees in

the forests, are the oak, maple, beach, birch, walnut or hickory, ash, pine, spruce, hemlock, fir, cedar, lime or bass, poplar, chestnut, and elm.

come	sir	then	them
want	please	will	you
talk	shall	must	your
more	should	ask	food
yes	well	try	eat

milk	go	oak	spruce
drink	deep	beach	fir
way	ground	birch	lime
root	deal	ash	bass
roots	some	pine	elm

ques-tion	wa-ter	hick-o-ry
ques-tions	com-mon	hem-lock
an-swer	for-ests	ce-dar
with-out	ma-ple	pop-lar
ask-ing	wal-nut	chest-nut

re-mem-ber	yes-ter-day
re-mem-ber-ed	to-day
re-mem-ber-ing	to-mor-row

LESSON VII

DAVID AND HIS FATHER.

1. *David.* Well, sir, I can spell the names of the trees, and now I want to ask about stones. Did they grow?

2. *Father.* I do not know that they grew; and I do not know how they were made. They have been here longer than any person knows.

3. *David.* I am sorry that you cannot tell more about the stones. Can you tell about the road? When I went for the cows last night, I wanted to know whether the path grew, for them and me to walk in

4. *Father.* That is a strange question. Did you not see, that where the cows stepped on the ground, they made marks or tracks?

5. *David.* Yes, sir, but a track is not a road.

6. *Father.* True; but where cattle walk along every day, and make tracks, they soon wear the grass away, and tread the ground hard, and that makes a path.

7. *David.* Now I know what makes a

road. Cattle, and men, and carts, and wag-gons, and chaises, and many other things, go along, and wear the ground smooth.

3. *Father*. Yes, and sometimes the high places are ploughed or dug, and the dirt is thrown upon the low places, to make the road level.

can	stone	went	path
spell	stones	cow	walk
name	grow	cows	strange
names	grew	last	where
did	road	night	wear

mark	tread	smooth	dirt
marks	hard	high	throw
track	cart	man	thrown
tracks	carts	men	low
grass	chaise	dug	place

per-son	chais-es	pla-ces
sor-ry	cat-tle	some-times
wheth-er	plough-ed	a-long
a-bout	up-on	strange
wag-gon	oth-er	stran-ger
wag-gons	a-way	stran-gest

LESSON VIII.



THE SOAP BUBBLES.

1. This is a very pretty play for children ; but they should be careful not to wet their clothes, nor swallow any of the soap-suds.

2. These three children were one day playing, as you see them in the picture. The sun shone bright on the bubbles, and made every bubble show all the colors of the rainbow.

3. James blew up a great one, which rose very high, and staid a long time in the air without breaking. " Look, look," said Fanny, " was ever anything so gay ? "

4. " See the colors," said Joseph : " who

ever saw a finer sight? I can see *red, orange, yellow, green, blue, indigo, and violet.* This is one of the best plays, that we ever had.

5. James, and Joseph, and Fanny were so eager in playing, that they could think of nothing else. They quite forgot that they set a plate-full of cake under the pear tree, and meant to eat it, as soon as each of them had blown one bubble.

soap	blew	saw	could
suds	rose	red	else
show	James	green	pear
bright	staid	blue	eat
shone	gay	plays	soon

pret-ty	rain-bow	or-ange
ver-y	with-out	yel-low
chil-dren	break-ing	in-di-go
play-ing	a-ny	vi-o-let
pic-ture	Fan-ny	noth-ing
bub-ble	Jo-seph	for-got
bub-bles	ev-er	ea-ger
col-ors	fi-ner	un-der

LESSON IX.



THE GREEDY DOG.

1. While the children were so delighted with making soap bubbles, the dog, Trusty, found the cake under the tree; and before they came for it, he had eaten all but one piece.

2. Fanny caught up the last piece, and ran away with it, while the boys tumbled Trusty into the dirt. They could not help laughing, to think what a trick he had played them.

3. As soon as Trusty got up, he set off to catch Fanny, and get the other piece of cake. James and Joseph were still

more amused at this. They urged on the dog, and he was so eager, that Fanny was compelled to give him half, before she could eat the rest in peace.

4. Some animals will eat enough at one meal, to last them two or three days. It is not good for children to eat much at one time; and they should eat slowly, and not waste their food.

dog	caught	catch	three
were	dirt	half	waste
soap	could	peace	their
found	help	eat	food
cake	what	last	one
piece	trick	two	meal
good	should	much	some

de-light-ed	tum-bled	ur-ged
ma-king	a-way	com-pell-ed
trust-y	laugh-ing	an-i-mals
un-der	play-ed	e-nough
be-fore	oth-er	chil-dren
eat-en	a-mu-sed	slow-ly

LESSON X.



THE SLEIGH-RIDE.

1. "We are to have a sleigh-ride to-day," said William, "and I mean to drive."

2. "You cannot drive," said Andrew, "you are too small, and you are only four years old."

3. "Yes, yes, I can drive," said William, "I am big enough, and I can make old Dobbin gallop. Come Susan, and Patty, and Andrew, the sleigh is ready; let us all get in."

4. So, they all got in, and began to ride away very happy.

5. Then William said to the servant,

“Now Moses, let me drive a little.” Moses told him that he would turn them all over; but William begged to drive, and Moses gave him the reins.

6. Then he felt very brave, and called out “get up, get up, hie away, old Dobbin.” He cracked his whip, and shook the reins, and the horse galloped away at a great rate.

7. “See how we go,” said William; “now we shall have a grand ride.” And so they had, till they came to a short turn in the road, where the sleigh upset, and tumbled them all out.

sleigh	yes	rein	grand
ride	years	reins	short
mean	come	felt	turn
drive	got	brave	road

Will-iam	to-day	a-way
An-drew	on-ly	crack-ed
Sur-san	ser-vant	read-y
Pat-ty	gal-lop-ed	up-set
Mo-ses	lit-tle	tum-bled
Dob-bin	call-ed	e-nough

LESSON XI.



MOON AND STARS.

1. The Moon and Stars shine in the night. We cannot see them in the daytime, because the Sun shines so bright.

2. When it is cloudy in the night, we cannot see the Moon and Stars, and then it is very dark.

3. The light of the Moon is not warm, like the light of the Sun, but it is very mild and pleasant.

4. The Moon sometimes looks round and large. At other times, we see only a part of it, and then it looks small.

5. Little boys are fond of the bright moonlight evenings in winter. When the Moon shines on the white snow, they love to meet each other, and slide or skate on the ice.

6. Sometimes they will get upon a sled or board, and slide very fast down a long hill. Then they climb to the top of the hill, and draw the sled, so that they may have the sport of sliding down again.

7. How hard they will work to please themselves. I hope they are willing to work as hard, to please their fathers and mothers.

8. If you are so fond of playing together, you must be very kind to each other. Good boys and girls do not strike nor speak harsh or cross words; but they try to make each other happy.

9. The stars are very pretty, and look like a great many little spangles. They look so small, because they are so far from us. If you were near one of them, it would look like a great Sun.

10. We will go out this evening, and look at the fine Moon, and pretty Stars; and we will think that the Lord made them, and us, and all things.

bright	sled	hard	near
round	board	work	one
warm	and	please	would
like	fast	hope	this
mild	down	their	fine

fond	long	are	we
the	hill	if	all
white	climb	kind	see
snow	top	strike	or
they	draw	speak	at

meet	that	harsh	on
each	may	cross	so
slide	sport	words	far
skate	have	make	go
get	how	were	be

can-not	some-times	fath-ers
be-cause	oth-er	moth-ers
cloud-y	lit-tle	play-ing
ver-y	moon-light	span-gles
pleas-ant	win-ter	pret-ty

LESSON XII.



MOUNTAINS.

1. When God had made the Sun, and Moon, and Stars, and this Earth, and all the things that are in it, He saw the things that he had made, and said they were very good.

2. He called them good, because he so made them, that they all would do good. You, also, should try to do some good every day, and every hour, so that you may be the children of God.

3. He loves all those persons who spend their lives in doing good ; and He will

make them happy in this world, and in the world to come.

4. The high Hills and lofty Mountains have many springs of water in them. These springs form the little brooks, which flow down through the valleys, and make the rivers.

5. These brooks and rivers water the fields and meadows, and make the grass to grow for cattle; and the trees and corn, and every herb for the service of man.

6. Some of the Mountains are so high and cold, that the snow lies on them all the year.

7. The picture which you see here, is meant for the White Mountains in New Hampshire. They are some of the highest in this country; but in some parts of the world, a great way off, there are Mountains that are much higher.

8. Bears, and wolves, and hawks, and eagles, and many other animals, live on the Mountains, and sometimes come down upon the plains.

would	hour	made	life
should	day	world	lives
that	loves	come	high
those	good	spend	hill
who	make	all	hills

spring	flow	grow	snow
springs	flows	grows	lie
brook	field	corn	lies
brooks	fields	herb	them
which	grass	cold	year

new	part	bear	hawk
here	parts	bears	hawks
meant	there	wolf	plain
white	much	wolves	plains
some	great	down	but

call-ed	moun-tains	ser-vice
be-cause	val-leys	ea-gles
ev-e-ry	ma-ny	an-i-mals
pic-ture	wa-ter	high-er
per-sons	riv-ers	high-est

LESSON XIII.



THE CUP AND BALL.

1. One fine summer day, Mr. Smith took his children with him to a toy-shop, and bought them a great many playthings.

2. Emma chose an elegant Willow Basket ; John was most pleased with a Cup and Ball ; and Alfred chose something that we shall mention in the next story.

3. When they went home, they sat down under an apple tree in the garden, and began to play with the Cup and Ball. The white cat was sitting behind a rose bush, watching the little birds on the trees.

4. As soon as puss saw them trying to catch the Ball in the Cup, she thought that she could join in the sport. So she left watching the birds, and crept slyly along, to watch the ball and the string.

5. Emma was jumping the ball, and trying to catch it more times than her brothers had done. She did not see the cat, till puss leaped into her lap, and seized the string and ball.

6. It made them all laugh very heartily, to see her sit and watch the ball, as she would a mouse or a bird, and then leap after it into Emma's lap.

7. Puss tried once to carry it off; but they all agreed that this was wrong; and so they showed her, that she might have her share of the sport, but must not spoil it.

8. I have seen some boys and girls, who were like this selfish cat. They could never see any playthings, without wanting the whole: and when they were playing with others, they wanted to have all the play, and let the others look on, and praise them.

cup	toy	shall	sit
ball	shop	next	sat
one	choose	when	tree
took	chose	went	bird
bought	most	home	birds

puss	leave	mouse	when
catch	left	might	who
join	creep	share	praise
sport	crept	off	them
string	laugh	whole	spoil

sum-mer	bas-ket	ap-ple
ma-ny	pleas-ed	gar-den
play-things	some-thing	be-gan
el-e-gant	men-tion	sit-ting
wil-low	sto-ry	be-hind

watch-ing	Em-ma	self-ish
try-ing	Al-fred	with-out
sly-ly	heart-i-ly	want-ing
jump-ing	af-ter	want-ed
leap-ed	show-ed	o.h-ers

LESSON XIV.



THE LITTLE BOATS.

1. We shall now see what pleased Alfred so much at the toy-shop. It was a beautiful little Boat, with a mast, sails, a flag, and ropes. As soon as he brought it home, he placed it carefully in the closet among the other playthings.

2. A few days after, he saw a large tub of water, standing near the garden gate, and he thought it would be a nice place, to sail his Boat. He soon got it, and sat down with his brother and sister, to make it sail in the tub.

3. Emma went and brought a piece of thread, which she tied to the vessel, so that they could make it go wherever they pleased. William then made a little Boat of paper, and they sailed finely together.

4. The children thought this very good sport ; and John said he meant to catch some little fishes, and let them live in the tub, and then it would be a fine pond.

5. Just at this moment Polly came along, and called out, " Away, away ; are you not ashamed of yourselves, to be stirring the water, and making it dirty."

6. " O, never mind that," said Alfred : " only see how grandly my boat sails." " I cannot help that," said Polly : " I have taken pains to get this clean water, to wash the linen, and it shall not be spoiled for all the Boats in Boston."

7. So they were obliged to take away the Boats, and find a safer pond for them. They did it cheerfully, when they saw that this was not a proper place for them.

8. When Polly saw how kind they were about it, she loved them, and said she would make a very pretty play for them, when she had done her work.

boat	sail	day	thought
boats	sails	days	piece
mast	rope	home	thread
masts	ropes	his	went
flag	brought	large	large

John	tub	place	she
mean	pond	saw	had
meant	mind	how	done
catch	pains	kind	her
live	clean	when	work

beau-ti-ful	a-mong	broth-er
pla-ced	af-ter	sis-ter
care-ful	wa-ter	ti-ed
care-ful-ly	stand-ing	ves-sel
clos-et	pret-ty	wher-ev-er

pa-per	mo-ment	ma-king
sail-ed	a-way	dirt-y
fine-ly	a-sha-med	o-bli-ged
to-geth-er	your-selves	prop-er
fish-es	lin-en	sa-fer

LESSON XV.



A GOOD BOY.

1. We will call this boy John Holt ; but if you are a good boy, you may give him your own name.

2. He goes to school, and takes pains to learn, as he ought to do.

3. When at school, John keeps to his books, till he has learned all his tasks. When he comes out, he can play with a good heart, for he knows that he has the time to spare.

4. He is a little boy, only five or six years old ; but he can read quite well. I saw him at the Sabbath School, last Lord's day, and heard him say a verse from the

Bible. Then he told the teacher, that he could say a hymn.

5. Do you wish to know the hymn that John said? It began thus : " How doth the little busy bee." You may learn it, if you do not know it. John did not miss a word of it.

6. Though he is one of the least in the school, yet he makes a friend of each of the great ones. When he grows a great boy, I dare say he will be as kind to all the small boys, as the great ones are now to him.

7. John Holt will not fight, nor throw stones nor dirt at the boys and girls. He never calls them by nick-names, nor tries to vex them.

8. He loves his father, and mother, and teacher, and does all that they bid him ; and he is so kind to all who know him, that they all love him, and try to do him good.

9. See this little girl giving John a piece of her cake. She gave him more than half, because she knew that he would do so, if he had one.

10. I cannot tell you more now of John Holt : but if I were to talk of him for an hour, I could not speak of half of his good deeds.

11. I hope that all boys who read this lesson, will strive to be as good as John Holt.

John	learn	task	hear
Holt	school	tasks	heard
your	keep	pains	hymn
name	keeps	spare	verse
ought	books	read	doth
bee	they	throw	vex
miss	each	stones	kind
word	grow	dirt	cake
though	grows	try	more
love	fight	tries	half
bu-sy	Bi-ble	nev-er	
learn-ed	teach-er	nick-names	
learn-ing	be-gin	fath-er	
can-not	be-gan	moth-er	
sab-bath	be-gin-ning	giv-ing	
lit-tle	friend	great	
less	friend-ly	great-er	
least	friend-ship	great-est	
strive	great-ly	les-son	
stri-ving	great-ness	be-cause	

LESSON XVI.



THE COSSET.

1. Shall you and I take a short walk ?
2. Yes ; when you please. Which way do you wish to go ?
3. I think it will be warm in the lane. The sun shines bright there ; and as the wind is high, it will be the best place to walk.
4. What has that man in his arms ?
5. It is a young lamb, which, I fear, has lost its dam.
6. What do you mean by its *dam* ?
7. I mean its *mother*. Hear how the poor lamb bleats. It is crying for its dam.

I wish she could hear it, and come and take care of it.

8. Do you think its dam is dead?

9. Yes; she is dead. How shall we do to bring up this poor lamb?

10. We shall feed it with bread and milk.

11. What is a lamb called, that is brought up without its dam?

12. It is called a *cosset*. We will feed this lamb very often with warm, new milk, and he will soon be able to run about and play.

13. Then he will follow us like a dog. When the grass grows, we will take the cosset with us into the pasture, and see him eat the short grass, that grows on the hills.

14. Where will the cosset stay, when he does not go with us? Will he go with the sheep and lambs, and live with them?

15. No; he will go with the cows, or stay near the house, like the hens and ducks. The cows will not hurt him.

16. But will not Tray hurt him, if he stays near the house, or goes with us?

17. No; when Tray sees that we are fond of the cosset, and do not want him to

go away, then Tray will be kind to him,
and will not chase him.

shall	lane	best	lamb
short	shines	place	dam
please	bright	arm	mean
way	wind	arms	hear
warm	high	young	poor

bleat	feed	new	grass
bleats	bread	grow	eat
come	milk	grows	stay
dead	bring	grew	do
house	brought	grown	does

cos-set	a-ble	cry
moth-er	a-bout	cries
cry-ing	fol-low	cri-eth
call-ed	pas-ture	cri-ed
oft-en	a-way	cry-ing

think	chase	mean
thinks	cha-ses	means
think-eth	cha-seth	mean-eth
thought	cha-sed	meant
think-ing	cha-sing	mean-ing

LESSON XVII.



THE WALK.

1. What a fine rain we have had to-day. It is gone now ; the sky is blue ; there is not a cloud to be seen. How bright the sun shines.

2. Let us take a walk in the fields, to see the lambs play on the hills ; to see the cows and sheep eat grass ; and to hear the birds sing their sweet songs.

3. Look, how the lambs skip and play. Hark, how the birds sing. Sweet birds ; if you would all come to me, I would feed you.

4. I wish Jane had come with us. She

likes to take a walk on a fine day, and to see the lambs skip from hill to hill, and hear the birds sing in the groves. Shall I go for her now ?

5. No ; it is too late. It will soon be time for us to return. She shall walk with us, the next time we come this way.

6. I think our dogs, Pinch and Tray, should have come with us, as they like so well to run in the fields. If they were here, how they would set up their tails, and run from field to field.

7. If they were here, they might scare the sheep and pretty lambs, and then we should wish them at home. Dogs sometimes kill sheep and lambs, and that makes them afraid of dogs.

8. The sun is so hot, I wish to go home. Shall we go the same way that we came ?

9. No ; we will go by the side of the wood. Then the trees will make us a good shade. The sun is so hot, that I feel quite tired and faint.

10. When we get to the spring by the wall, we will stop and drink some cold water. The water of that spring is very cold ; and we must not drink much of it when we are so warm.

rain	see	walk	sheep
gone	saw	field	eat
sky	sun	fields	grass
blue	bright	lamb	skip
cloud	shines	lambs	hark
sing	Jane	too	our
song	wish	late	pinch
songs	come	soon	tray
sweet	grove	shall	tail
feed	groves	next	tails
might	spring	cold	warm
scare	walks	much	make
side	stop	when	makes
wood	drink	we	time
shade	some	are	times
re-turn	sweet	pret-ty	
pret-ty	sweet-er	pret-ti-er	
a-fraid	sweet-est	pret-ti-est	
wa-ter	some-times	ma-king	
ver-y	faint-ing	com-ing	

LESSON XVIII.



MR. WOOD AND CHARLES BELL.

1. One day, when Mr. Wood took a walk to the end of the town, he saw Charles Bell, who lives with his aunt Jane, hard at work in his aunt's garden.

2. "I think you are warm, Charles," said Mr. Wood.

3. When Charles held up his head, and saw who spoke to him, he made a bow, and said—"Yes, sir; my aunt says, corn is so scarce, and bread so dear, that I must work, or else she cannot keep me."

4. "You seem to be a nice boy," said Mr. Wood; "will you come and live with

me? I will give you as much bread as you want, and will not make you work so hard."

5. "I thank you, sir," said Charles: "I will go and ask my aunt if she can spare me. She has been very kind to me, and I must not leave her because she is poor, and makes me work. I think she will want me to make the fire, and milk the cow, and bring water."

took	speak	corn	thank
walk	spake	scarce	spare
end	spoke	bread	leave
town	head	dear	poor
aunt	bow	work	want
warm	yes	else	milk
held	sir	seem	fire

warm	dear	can-not
warm-er	dear-er	mis-ter
warm-est	dear-est	wa-ter
scarce	poor	ver-y
scar-cer	poor-er	be-cause
scar-cest	poor-est	gar-den

LESSON XIX.



MR. WOOD AND CHARLES BELL.

1. Mr. Wood then said—"You are a good boy, and I should not like to take you from your aunt, as you are so useful to her. Can you read, Charles?"

2. "Yes, sir, but I have not many good books. I read all that I can get. I should like to learn to write, but there is no one to teach me."

3. "Come to me," said Mr. Wood, and I will give you a dollar. When your aunt can spare you, I will send you to a good school. When you have done work, come to my house, and I will give you some good books."

4 Charles took off his hat, made a low bow, and said, "I thank you, sir; I will tell my aunt what you have said."

5. He told his aunt, and she was very glad. She let him go for the books; and the next winter he was sent to school. He was so good a boy, and learned so fast, that Mr. Wood sent him to college.

6. Charles never forgot his kind aunt. He often went to see her; and when she was old, he took good care of her.

should	send	low	Charles
read	sent	tell	Bell
books	school	told	Wood
there	do	my	was
write	did	she	old
teach	done	that	care
when	took	you	fast

use-ful	col-lege	low
ma-ny	for-get	low-er
dol-lar	for-got	low-est
learn	for-got-tén	old
learn-ed	oft-en	old-er
learn-ing	oft-en-er	old-est

LESSON XX.



THE IDLE BOY.

1. This boy feels very lazy. He never wants to have any thing to do.

2. He does not get up in the morning, till his mother calls him. If he were not told to wash his hands and face, and comb his hair, he would not do it before breakfast.

3. I have seen him cry and scold, when he was sent to school. While the other boys were busy in learning their lessons, and looked bright and happy, this idle boy would sit and pout, and think it very hard to read, or write, or spell.

4. He is never happy. Those folks are happy, who are busy in doing good. See those little girls at work around the table. One is making a shirt for her brother. Another is hemming a cravat for her father. Another is knitting some socks for a poor boy, that has no father or mother. The smallest one is reading a chapter in the Bible, for all of them to learn. She reads one verse, and then they all repeat it; and then she reads another.

5. Do you not see how happy they are? They are doing good: and they know that this is the way to serve the Lord, and please their father and mother.

6. When they go to the Sabbath School next Lord's-day, they will repeat this chapter to their teachers. They often spend their time in this way, and thus they work, and learn to be good.

7. Now, look at that lazy boy, who is crying, and feeling very cross, because his mother told him to pick up some chips. He will never be happy, till he loves to work, and do all the good he can.

feel	do	wash	seen
feels	does	hands	cry
want	call	face	scold
wants	calls	comb	when
get	told	hair	sent

school	think	folks	sock
while	hard	who	socks
their	read	work	poor
bright	write	one	learn
pout	spell	shirt	serve

please	thus	pick	know
next	look	few	can
spend	cross	chips	her

la-zy	oth-er	broth-er
nev-er	learn-ing	knit-ting
a-ny	look-ed	sab-bath
moth-er	do-ing	teach-ers
fath-er	bu-sy	chap-ter
be-fore	a-round	re-peat
break-fast	ta-ble	bi-ble

LESSON XXI.



BAD SPELLING.

1. Lucy Turner lived in a small town, where there were good schools. Her parents bought all the books that she needed, and often showed her how to learn her lessons at home. But Lucy did not love to learn anything; and she would never take any pains to learn to spell.

2. When she was ten years old, she could read about as well as other girls two years younger. She wrote a decent hand when she was eleven, and began to cipher about the same age.

3. Lucy loved to write, although she

did not love to take pains, and learn to write well. Still, she made better work at this, than at any thing else. The great fault was her bad spelling.

4. When she was thirteen years old, her mother went to spend a month with her sister, Mrs. White, in Boston. She told Lucy to write her a letter when she had been gone a week, and tell her how things were at home. I shall show you her letter, and you must correct all the bad spelling.

“Mi deer Mama,

Wen yu cum bak,
wee shal awl bee pleesed. Evry wun
seams dul becaus yu air gon.

Farther sez hee wonts yu too sta longe
enuff too hav ay gude vissit ; butt ie no hee
wil bee gladd whenn yure vissit iss ovur.

Jaims gose too skule, and ie thinke hee
behaivs wel. Saror stais att hom, and
wurks withe mee. Wee awl injoy gud
helth.

Doo rite mee ay lettur, and tel mee
abowt Bosten, and ant Wite's foax, and
hou soone wee ma expekt yu.

Yure verry, luvving childe, ,

Lucy Turner.”

Now, only think how much grieved and ashamed her mother must have been, when she found that Lucy had spelled only her name and one word right. Let it not be said of any who read this book, that they cannot spell.

pains	still	shall	back
years	work	show	one
month	went	dear	seems

know	health	child	when
your	works	found	gone
James	aunt	right	read

Lu-cy	a-ny	spell-ing
Tur-ner	e-lev-en	thir-teen
pa-rents	be-gan	sis-ter
need-ed	ci-pher	Bos-ton
show-ed	al-though	let-ter

cor-rect	e-nough	ver-y
mam-ma	be-haves	lov-ing
pleas-ed	Sa-rah	a-sha-med
ev-e-ry	en-joy	griev-ed
fath-er	ex-pect	spell-ed

LESSON XXII



THE CART DOG.

1. One morning Charles came running to his brother and sister, and said, "Quick, make haste, I want to show you a strange sort of a waggon."

2. Nancy and William ran with him to the yard, and saw a little waggon, which was drawn by a large bull-dog. The waggon and dog belonged to a baker, who used them to carry about bread.

3. When the waggon had gone, William began to think that he could make his dog, Carlo, go in a little cart. He told his

plan to his brother and sister, and they thought it a very fine one.

4. William had a little cart, that had been given him as a new-year's present. He made haste, and brought it, while Charles found Carlo, and put on his harness.

5. They soon had him ready, and led him into the garden, where they filled the cart with small sticks of wood.

6. Carlo was a very good dog, and he kept all the thieves away in the night. He was strong, and could draw this load of wood all about the garden.

7. The children were much amused with their play. William cracked his whip, and called out as loud as he could, "*jee up! whoa,*" and such words as he had heard drivers use to their horses.

8. All the children liked Carlo, and they did not strike, nor hurt him. When he had run about the garden many times, and had made very good sport for them, they took him out of the waggon. Just at that time, James called, and said it was time for them to go to school.

Charles	yard	bread	thought
came	ran	gave	fine
quick	saw	could	one
haste	draw	cart	been
strange	bull	plan	brought

soon	draw	such	sport
small	load	loud	just
sticks	strong	hard	was
thief	wood	strike	said
thieves	much	hurt	school

morn-ing	Nan-cy	u-sed
run-ning	Will-iam	car-ry
broth-er	lit-tle	a-bout
sis-tër	be-long-ed	be-gan
wag-gon	ba-ker	Car-lo

giv-en	fill-ed	dri-vers
pres-ent	a-way	hor-ses
har-ness	a-mu-sed	ma-ny
read-y	crack-ed	li-ked
gar-den	call-ed	a-bout

LESSON XXIII.



SPOILING THE TROUSERS.

1. When the three children came home from school, they ran to the garden to put Carlo in the waggon again. But James, the servant, said that it was not right.

2. "Why," said William, "he has had nothing to do, but to sleep, all the time we have been at school. He cannot need so much rest. You would think me very lazy, if I slept all day, like Carlo."

3. "That is true," said James; "but do you not know, that Carlo watches the house all night, so that we may sleep safely?"

4. All the children saw that James was right ; and they went away to find some other play.

5. " I think," said William, " that I have hit upon a good plan. Do you, Charles, get down on your hands and knees, and take this string in your mouth. Nancy shall ride on your back, and I will drive. When you have carried her once across the garden, I will carry her, and you may drive."

6. This was no sooner said, than done. In this way they played an hour, and they thought it almost as good sport, as to see Carlo draw the cart.

7. At length, William said, " Stop a minute ; it seems to me that my knees are a little sore."

8. This made both of the boys look at their knees ; when, lo ! a great hole was worn through their pantaloons on each knee.

9. " What shall we do, what shall we do ?" said each one. " What will mother say to this !"

10. " It is very sad," said Nancy ; " but the sooner we go to mother, and own our fault, the less she will blame us."

school	why	thought	your
say	sleep	true	once
said	slept	know	do
was	have	house	did
right	think	down	done

string	sport	knee	through
than	draw	knees	each
they	length	both	own
mouth	stop	sore	fault
hour	seems	hole	blame

spoil-ing	noth-ing	watch-es
trou-sers	ser-vant	watch-ed
pan-ta-loons	ser-vants	a-way
wag-gon	can-nnt	oth-er
a-gain	safe-ly	oth-ers

soon-er	car-ry	gar-den
play-ed	car-ri-ed	ver-y
al-most	a-cross	la-zy
min-ute	lit-tle	chil-dren
min-utes	moth-er	spoil-ed

LESSON XXIV.



STANDING TOPSY-TURVY.

1. When the three children went out to play the next day, William said, "Now let us take good care, that we do not spoil our clothes."

2. "O, I know a very fine way," said Charles. "I will walk *topsy-turvy*, as they call it; and then I am sure my pantaloons will not be torn."

3. So he raised his feet up in the air, and walked about on his hands. "O, how strange that is," said William; "I never saw any thing so droll."

4. Then William tried to do the same, but he could not keep his balance. "When you set your feet up again, I will hold them steady," said Nancy. So William tried again, and Nancy held his feet so well, that he moved along many steps.

5. "See, see me," said William. "I go almost as well as you do, Charles."

6. Just in the midst of this new sport, their father came along, and the boys quickly put their feet down, and their heads up.

7. "Where did you learn this play?" said their father. Charles said he learned it in the street.

8. His father then asked, "Were the boys well-bred, who played it, or were they rude, vulgar boys?" Charles owned that he had seen none but vulgar boys play *topsy-turvy*.

9. "I should not then have thought," said his father, "that you would play it." "I love to see you play; but there are some plays which are not proper. It hurts your head to hold it down in this manner; and a boy looks more decent, when walking on his feet."

three	spoil	foot	same
went	clothes	feet	hold
out	way	strange	held
next	torn	would	droll
care	will	hands	saw

steps	head	bred	love
just	hands	none	see
midst	learn	think	which
their	street	came	look
this	were	would	looks

stand-ing	tri-ed	stead-y
rais-ed	bal-ance	a-long
a-bout	ver-y	ma-ny
walk-ed	nev-er	al-most
walk-ing	a-gain	fath-er

quick-ly	ask-ed	own-ed
pan-ta-loons	ask-ing	own-er
learn-ed	play-ed	prop-er
learn-ing	play-ing	man-ner
vul-gar	play-ful	de-cent

LESSON XXV.



CLARA LEE.

1. Clara Lee was very pretty, and she was a good little girl. It pleased her to do as her parents wished, and she loved her books, and her work, and to read her Bible, and say her prayers.

2. This was all right, and it made her parents and friends very happy. Besides this, she was mild and gentle, and was kind and obliging to everybody.

3. But little Clara had one bad habit, which often gave much trouble to herself, to her friends, and more than all others, it grieved her kind mother.

4. Clara was not neat and orderly. Her books would be thrown down in one place, her work in another, her thimble here, and her scissors there. Nothing that Clara called hers, was kept in its right place.

5. Now, Clara was eight years old, and it was quite time that she should do better. Indeed, she never ought to have done so. Even very little children know that it is not right to fling every thing about, and never to be neat and nice.

6. Her mother had often talked to her, and told her how to do better. Clara would promise to try, but she forgot it.

7. When Clara's birth-day came, the weather was fine, and her mother walked with her in the garden. She showed her a beautiful little work-basket, with the scissors, thimble, needles, and thread, which she used every day, neatly placed in it.

8. Clara was much pleased with the basket, and her mother said to her—"This is my Clara's birth-day present. Your father has just brought it to you. If, at the end of a month, I find that you have taken good care of it, and have left off your bad habits, I shall give you a new silver thimble, a needle-book, and a pair of scissors

with a silver case. More than all this,—
my little girl will be *doing right*, and
make her mother happy.

right	than	one	this
friend	all	place	more
friends	neat	work	her
mild	thrown	here	hers
which	down	there	quite

eight	nice	just	pair
year	try	brought	off
years	birth	month	girl
ought	thread	left	keep
fling	much	new	kept

Clar-a	pray-ers	bod-y
pret-ty	gen-tle	bod-ies
wish-ed	o-blige	hab-it
lov-ed	o-bli-ging	troub-le
Bi-ble	be-sides	or-der-ly

scis-sors	walk-ed	pres-ent
thim-ble	bas-ket	neat-ly
talk-ed	nee-dles	sil-ver

LESSON XXVI.

CLARA LEE.

1. Clara thanked her dear mother, and said she would try to do right. She often thought of her promise; and for more than three weeks she kept every thing in its proper place.

2. One day in the fourth week her mother went out for a few hours, and left Clara to finish her lessons and work. Just as she had done, she saw some beautiful birds flying about in the garden.

3. She dropped her basket and work, and away she ran to try to catch them, just to look at them for a minute, and let them go again. She ran around a great deal, but could not catch them; and then went back to put away her basket and work before her mother came home.

4. She put every thing in nice order; but her thimble was missing. She lost it while chasing the birds, and it could not be found.

5. Clara was very sorry. In two days more she was to have had the new thimble. She thought about it for some time, and

then said to herself, that she would not tell her mother.

6. This was very wrong,—it was a thousand times worse than losing the thimble. How sad it is, when children commit great sins, to hide little faults!

7. When her mother returned, and praised Clara for having put every thing in good order, it made Clara's heart ache. She knew that she deserved no praise. At night she could not say her prayers, nor go to sleep. She felt that she had done wickedly: she had deceived her mother.

8. Sometime after she went to bed, she called her mother, and told her the whole truth. Her mother was very sorry; but she forgave her, and heard her say her prayers.

9. The next day her mother gave her another thimble, but laid away the other things for another month.

10. Clara never forgot what had passed. She became very neat and orderly. At the end of another month, the scissors and case, the silver thimble, and needle-book were given to her, and Clara Lee never again tried to deceive her mother.

dear	four	hour	deal
thought	fourth	hours	lose
then	went	see	lost
week	ran	saw	would
weeks	catch	seen	worse

fault	might	wrong	lay
faults	whole	while	laid
ache	truth	find	hear
heart	sleep	found	heard
praise	slept	hide	sins

thank-ed	les-sons	a-bout
prom-ise	fin-ish	drop-ped
a-way	beau-ty	bask-et
ev-e-ry	beau-ti-ful	min-ute
prop-er	fly-ing	or-der

thou-sand	de-serve	com-mit
lo-sing	de-serv-ed	bad-ly
de-ceive	wick-ed	sor-ry
de-ceiv-ed	wick-ed-ly	her-self
pray-ers	an-oth-er	cha-sing

LESSON XXVII.



DICK SLY.

1. Dick Sly was a bright, active boy, and was a good scholar. He was seldom cross to his school-mates, but always tried to make them merry.

2. No one could dislike Dick very much, for he was so droll, that he would make you laugh, even if he had treated you ill.

3. Dick loved fun ; and I am sorry to say, that he would play many naughty tricks, for the sake of making sport.

4. When he was in school, he was often tired of being still ; and when his master did not see him, he would make up faces, or tickle those who sat next to him, to make them laugh.

5. Then he would look sober and grave, and be very busily studying his lessons. So, when the master looked around, to see who made the noise, he did not guess that Dick did it.

6. The other scholars did not like to tell that Dick was the rogue ; and sometimes they were punished, when they did not deserve it.

7. The greatest fault was, that Dick was not honest. When he had done wrong, he ought to have owned it. It was very wicked for him to try to deceive his master ; and it was cruel, to let the other scholars be blamed for his faults.

8. At last, Dick was caught in his tricks, and punished. His master happened to see some of his mischief, when Dick did not know it. Then the rogue was watched ; and very soon he was caught, trying to make the scholars laugh.

9. His master called him up, and told him how wicked he was, and then set him on a stool in the midst of the floor. See how foolish he looks.

10. The other scholars were so kind, that they did not laugh at him. They were not glad to see him punished ; but they all hoped that he would become a better boy.

11. Dick saw how kind they were ; and thought how much better they treated him, than he had ever treated them. From that time he left off his tricks, and became honest. His master told me, a few days ago, that there was not a better boy in the school.

rogue	catch	glad	than
fault	caught	would	off
faults	when	thought	them
wrong	stool	left	soon
ought	floor	time	was

ac-tive	mer-ry	lov-ed
schol-ar	dis-like	sor-ry
sel-dom	ver-y	naugh-ty
al-ways	e-ven	tir-ed
tri-ed	treat-ed	mas-ter

fa-ces	hon-est	watch-ed
bu-si-ly	own-ed	fool-ish
stud-y-ing	cru-el	ho-ped
pun-ish-ed	bla-med	ma-king
de-serve	de-ceive	be-came

LESSON XXVIII.



A GOOD GIRL.

1. Ellen is a good girl. When she gets up in the morning, she washes her hands and face, combs her hair, cleans her nails, and then takes her book, and studies her lesson before breakfast.

2. If her mother wants her to work, she is always ready to do what is told her. All good people love to work.

3. When Ellen is at the table, she does not tease her mother for sugar, or cake, or any thing that is not good for her. She eats what her mother thinks best; and does not drop her food, nor spill her milk.

4. When breakfast is over, she goes

again to her work, or her lesson, without being bid. She works or studies till school-time; for Ellen knows that it is not good to be idle.

5. When she is going to school, she does not stop by the way to play, nor to look after her school-mates. But, if she sees a pretty flower by the side of the road, she will take it, to give to her school-mistress.

6. When Ellen has come to school, she sits down to learn her lessons. She reads carefully, and speaks all her words plainly. Her mistress gives her only a short lesson to spell, and she does not miss a word.

7. When she has said her lessons, she does not whisper, and play with the other children. No : Ellen will not do so ; she will attend to her work.

8. See what small stitches she makes. How even and nice her work looks. She does not lose her needle, drop her work on the floor, nor touch it with dirty hands.

9. I never heard Ellen speak an unkind word to her school-mates. She loves them all, and they all love her. She plays as briskly as any of them, when it is a proper time to play : but she is never rude, and never tries to vex them.

get	hair	tease	spill
gets	cleans	eats	milk
hands	nails	thinks	stop
comb	wants	drop	side
combs	work	food	road

down	short	rude	gives
learn	small	tries	miss
reads	lose	vex	play
words	takes	them	see
speaks	touch	look	what

El-len	read-y	a-gain
morn-ing	peo-ple	with-out
wash-es	ta-ble	i-dle
stud-ies	su-gar	go-ing
break-fast	o-ver	flow-er

mis-tress	at-tend	brisk-ly
care-ful	stitch-es	a-ny
care-ful-ly	e-ven	prop-er
whis-per	nee-dle	nev-er
oth-er	dirt-y	be-ing

LESSON XXIX.

A GOOD GIRL

1. Here comes Ellen from school, with her work-basket in one hand, and leading a poor little girl with the other. Ellen is always kind to poor folks. I dare say she will give this girl some milk, and a piece of bread, before she lets her go home.

2. Now, Ellen has been to school all day, and learned all her lessons, and finished her work. See this handkerchief that she has hemmed for her father, and that stocking that she has knit for herself.

3. Ellen is so good a girl, we must buy her a new book. But let her go now, and play till sunset.

4. Come now, it is time to eat your supper, and go to bed. After you eat your supper, you may wash your hands and face, and then come to me.

5. I am glad that you have been good-to-day. Can you tell me now, who made you? "Yes, mother, the Lord made me."

6. What does the Lord do for you?

7. "He gives me my kind parents, and friends, and school-mistress, to take care of me, and to teach me how to be a good girl. He gives me my Bible, to tell me how I must live, to be happy when I die. He gives me all things that I have."

8. If the Lord is so good to you, what must you do?

9. "I must love Him with all my heart, and try to do His will."

10. What must you do, when you have done wrong?

11. "I must own my fault, and be sorry for it, and do so no more."

12. Now repeat the prayer that the Lord has taught us; and when you pray, think only of the Lord.

13. "Our Father, who art in heaven, hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil. For thine is the kingdom, and the power, and the glory, forever. Amen."

here	piece	knit	time
one	bread	we	bed
poor	lets	must	wash
folks	all	buy	am
dare	school	come	glad

yes	care	will	earth
made	teach	wrong	our
kind	die	own	thine
friends	things	fault	debt
take	heart	pray	debts

bas-ket	learn-ed	stock-ing
lead-ing	les-sons	her-self
lit-tle	fin-ish-ed	sun-set
al-ways	hand-ker-chief	sup-per
be-fore	hem-med	af-ter

to-day	king-dom	de-liv-er
hap-py	dai-ly	e-vil
sor-ry	for-give	pow-er
heav-en	debt-ors	glo-ry
hal-low-ed	temp-ta-tion	for-ev-er

LESSON XXX.



THE OCEAN.

1. The Ocean is so large, that it covers two thirds of the great globe on which we live. It is sometimes called the Sea. Some children never saw the Ocean, and they will wish to know how it looks.

2. It is not like a brook or river. The water of brooks and rivers runs along on the ground, and makes a long, crooked stream.

3. You have seen a puddle of water in the road, and perhaps you have seen a pond, or a lake. A pond is larger than a puddle ; a lake is larger than a pond. The Ocean looks like a lake ; but it is a great

deal larger. It is longer and wider than any thing else in this world.

4. Fishes live in the Ocean. The largest fish is the Whale. Some whales are longer than a great tree. They are very strong ; but men throw sharp irons into them, and kill them. The fat part of a whale is used to make oil.

5. There are many other great fishes in the Sea, and multitudes of smaller ones. The Cod is the best fish, that we can catch in the Ocean. We sometimes eat them fresh, and sometimes we salt and dry them.

6. Great ships swim on the Ocean, and sail all over it. When the wind blows hard, the water of the Ocean is heaped up in great waves. They often look like hills and mountains.

7. Then the ships are tossed about ; and many times they are dashed in pieces.

8. When the Ocean is calm, and the breeze is gentle, the ships move smoothly and safely along, as the ducks and geese swim over the pond.

9. Think how useful the Ocean is. Millions of fishes live in it, and ships sail upon it to all parts of the world.

two	sea	see	road
third	brook	saw	ground
thirds	brooks	seen	runs
great	lake	deal	stream
globe	pond	makes	else

fish	one	catch	calm
whale	ones	cod	breeze
whales	salt	ships	ducks
throw	dry	blows	geese
sharp	eat	waves	swim

o-cean	pud-dle	lon-ger
cov-ers	crook-ed	wi-der
nev-er	per-haps	fish-es
riv-er	lar-ger	i-ron
wa-ter	lar-gest	i-rons

u-sed	oft-en	pie-ces
mill-ion	moun-tains	gen-tle
mill-ions	toss-ed	smooth-ly
small-er	a-bout	safe-ly
heap-ed	dash-ed	use-ful

LESSON XXXI.



THE LION.

1. The Lion is called the king of beasts, because he is so strong, and active, and fierce, that all other beasts fear him.

2. The color of the Lion is a yellow brown. He is four or five feet high, and as long as an ox. His head is large, and he has long hair or mane on his neck. His teeth are a great deal larger and longer, than the teeth of a dog; and his claws are so long and sharp, that he could tear you in pieces.

3. When it is night, and the Lion and other wild beasts go forth to hunt their

prey, he will often roar so loud; that his voice sounds like thunder.

4. Then the other beasts flee away from him, and he has to lie down and keep still, till some one comes along, that does not know where he is. He leaps upon his prey like a cat; and will kill a goat or cow, as quick as a cat would kill a mouse.

5. Lions live in Asia and in Africa, very far from where we live. I must tell you a story of a man in Africa, who killed a Lion in a very cunning manner.

6. The man was alone, and far from any house. He saw the Lion follow him, and knew that when it was dark, he should be in great danger. So, he found a steep, craggy hill, and went to the top of it.

7. Then he crept behind a great rock on the brow of the hill, and lay down. He put his hat and coat on a stick, and set them up just above him, so that the Lion might think they were the man.

8. When it was dark the Lion came, and saw the hat and coat moving a little, like a man that is sitting down. He crept along slyly, till he came quite near, and then leaped upon the hat and coat, and

tumbled down the craggy hill, and was dashed in pieces.

king	five	brown	claw
beasts	feet	mane	claws
strong	high	neck	sharp
fear	ox	tooth	tear
four	head	teeth	night

wild	roar	leaps	house
forth	loud	goat	crept
hunt	voice	cow	brow
their	sounds	quick	coat
prey	comes	mouse	quite

li-on	thun-der	A-si-a
ac-tive	oth-er	Af-ri-ca
col-or	a-long	cun-ning
yel-low	up-on	man-ner
pie-ces	ver-y	a-lone

a-ny	be-hind	sly-ly
a-way	a-bove	leap-ed
fol-low	mov-ing	tum-bled
dan-ger	lit-tle	dash-ed
crag-gy	sit-ting	sto-ry

LESSON XXXII.



THE MAN THAT WAS NOT ANGRY.

1. King Solomon said—*He that is slow to anger, is better than the mighty; and he that ruleth his spirit, than he that taketh a city.*

2. I knew a man who was not angry, even when he was treated very ill. A naughty boy came one day, and stole some pears from the good man's orchard. When he was going away, a great dog caught him, and held him fast.

3. Then the boy cried and screamed, till the good man came and called off the dog. He was not much hurt; and the good man said to him very kindly—"I am sor-

ry that you are so wicked as to steal. Do you know the eighth Commandment ? ”

4. The boy said that he did not know it. Then said the good man,—“ I am afraid your parents have not taught you to read the Bible. That is the book which tells us how to do what is right, and shun what is wicked. ”

5. “ The eighth Commandment is,—*Thou shalt not steal*. These are the words of the LORD ; and if you had known them, I hope you would not have stolen these pears. If you had asked me for them, I would have given them to you. ”

6. Then the good man took the boy to his house, and gave him a Bible, and made him promise to read it. He showed him the Commandments, and the boy said he would learn them, and try to obey them.

7. Think, now, how much more good this man did, than he would if he had been angry. So you and I can do good to those who treat us ill, if we are not angry.

8. The LORD says,—*Love your enemies ; bless them that curse you ; do good to them that hate you*. When you are angry with any one, you do not love him, and you do not want to do him good.

9. No person ever wishes to do any good, when he is angry ; and no one can be angry without breaking these Commandments of the LORD.

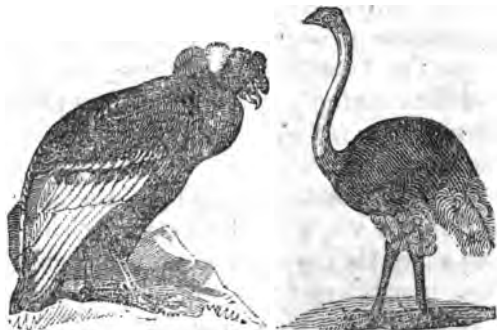
than	stole	man's	much
know	some	caught	hurt
knew	pear	hold	eighth
known	pears	held	great

your	what	would	treat
taught	shun	ill	bless
read	thou	have	curse
which	shalt	took	want

an-gry	spir-it	naugh-ty
Sol-o-mon	ta-keth	or-chard
migh-ty	cit-y	cri-ed
bet-ter	e-ven	scream-ed

sor-ry	Bi-ble	show-ed
wick-ed	sto-len	o-bey
com-mand	ask-ed	er-e-my
a-fraid	giv-en	en-e-mies

LESSON XXXIII.



THE OSTRICH, AND THE CONDOR.

1. The Ostrich lives in Africa, and it is the largest bird in that part of the world. It is taller than any man, and is very strong.

2. This bird does not fly high in the air, but skims along on the ground, partly running, and partly flying. His feathers are black and white, and some of them are very handsome. Ladies sometimes wear them on their bonnets.

3. The eggs are so large, that the shell of one would hold a quart. The Ostrich lays her eggs in the warm sand; and when men find them, they have quite a feast.

4. An Ostrich is strong enough to carry a man on its back, and run faster than a horse. Boys might have fine sport, if they could tame these great birds, and ride them.

5. The Condor lives in South America, and flies high about the great mountains. Sometimes he comes down to the sea-shore for food.

6. The Condor is said to be the largest bird in the world. His wings are so long that when they are spread out, they extend twelve or fifteen feet. They would reach across a pretty wide room.

7. This huge bird can take up a sheep or a deer in his claws, and fly away with it, as a hawk does with a chicken. When they are very hungry, they will catch children.

8. There are not many Condors in any country. If they were as common as robins, or crows, or black-birds, they would cause a great deal of trouble.

9. The color of the Condor is a very dark brown. He is not handsome, nor cleanly. He loves to feed on the flesh of animals that have long been dead.

10. You see by the picture, that the Ostrich has a very long neck. The Condor

has a thick bunch of feathers around his neck, and his claws are as long as your fingers.

part	does	ground	egg
would	fly	its	eggs
strong	high	black	shell
this	air	white	hold

quite	might	wings	claws
feast	tame	twelve	hawk
neck	south	room	catch
horse	flies	huge	thick

os-trich	fly-ing	bon-net
con-dor	feath-ers	bon-nets
Af-ri-ca	hand-some	e-nough
part-ly	la-dy	car-ry
run-ning	la-dies	fast-er

A-mer-i-ca	a-cross	com-mon
some-times	pret-ty	rob-ins
moun-tains	chick-en	troub-le
ex-tend	hun-gry	an-i-mals
fif-teen	coun-try	pic-ture

LESSON XXXIV.



DOING GOOD AT PLAY.

1. Howard and Francis were brothers Howard was six years old, and Francis was four. They were nearly of the same size, and so they were very fit to play together.

2. They had several brothers and sisters. Some were older than they, and others were younger. Their parents were poor, and worked hard to get them food to eat, and clothes to wear.

3. These children were often told, that they must try all the time to do some good; but Howard and Francis thought they were too young to do much good.

When they thought so, they did not try ; and when people are not trying to do good, they are apt to do evil. So it was with Howard and Francis.

4. We must tell the truth, and say that they were sometimes rude and unkind, and grieved their father and mother. When they felt right, they loved to help their mother take care of little Ellen and Edward. They would also run to their uncle's and grand-father's on errands, and would bring chips and small wood, when their father was busy.

5. When the weather was good, they went to school ; and they learned pretty well. But there was no school very near ; and they were too small, to go far in the winter.

6. For this reason, Howard and Francis were much at home, and they often thought there was nothing to do. When told to do anything, they were not always pleased. They seemed to think they could not do any good to themselves or others.

7. It is very wrong to think or feel so. Their father often told them, that they could always do good, when they were kind and pleasant. He said they could do

good when they were at play. This seemed very strange to Howard and Francis. They loved to play, but they did not see how it could do any good, except to amuse them.

8. Spell these words, and then I will tell you more.

six	poor	wear	must
years	hard	think	tell
four	food	thought	truth
size	eat	young	rude
fit	clothes	apt	felt

How-ard	sis-ters	pa-rents
Fran-cis	near-ly	work-ed
El-len	to-geth-er	oft-en
Ed-ward	youn-ger	peo-ple
broth-ers	old-er	try-ing

e-vil	al-so	pleas-ant
un-kind	un-cle	ex-cept
griev-ed	un-cle's	a-muse
bu-sy	er-rands	rea-son
al-ways	weath-er	seem-ed

LESSON XXXV.

DOING GOOD AT PLAY.

1. Howard and Francis often tried to think what was meant by *doing good at play*. One day they heard their father say, that a man was very wicked, who tried to vex others, and make them unhappy.

2. "Now," said Howard, "I know how to do some good when we are at play. Father says it is wicked to vex others and make them unhappy ; so, I know it is good to please them, and make them happy."

3. His father was pleased at this, and called him a good boy. He then told Howard and Francis, that if they were kind and friendly when they were playing, they would soon love to work as well as play, to make others happy.

4. After this, when these little boys were at play, they were very kind. They would never do any thing to vex and trouble others. They would not strike the kitten or puppy, nor pull their hair.

5. One day, when they were busy at

play, and were very pleasant and kind, Francis saw that every one seemed happy. They did not make much noise, and so their father could sit and write. Their mother sat in the corner mending their clothes, and was not disturbed.

6. The older children were at school. Little Ellen and Edward were amused at the play, and prattled about the floor very happy. The kitten thought there was good sport, and ran after the rolling play-things; and the puppy showed that he was merry, by twirling around to catch his tail.

7. "See," said Francis, "how much good we do at play. We take good care of little brother and sister, and let father and mother work. We are happy, and make every one happy that sees us."

8. When the older children came home from school, Howard and Francis told them about doing good at play. They had a long talk about it; and all agreed, that when they loved each other, and were kind, they could do some good even at play.

what	vex	they	these
mean	now	when	strike
meant	some	soon	pull
hear	says	was	their
heard	please	work	hair

one	floor	sees	talk
saw	sport	us	were
much	catch	come	each
noise	tail	came	let
write	said	from	make

tri-ed	pleas-ed	troub-le
do-ing	call-ed	kit-ten
wick-ed	friend-ly	pup-py
hap-py	aft-er	ev-e-ry
un-hap-py	nev-er	seem-ed

cor-ner	prat-tled	a-greed
mend-ing	roll-ing	lov-ed
dis-turb	mer-ry	oth-er
dis-turb-ed	twirl-ing	e-ven
a-mu-sed	a-round	a-bout

LESSON XXXVI.



THOU SHALT NOT STEAL.

1. Look at the picture, and see that little boy creeping softly along on tip-toe towards his mother's tea-table, which is spread near the fire.

2. See him lift the cover of the sugar-pot, and as quickly as possible, put one piece in his mouth, and another in his pocket.

3. His name is William Morton. He is six years old. His kind mother is sitting at the fire place with her back towards William. She is working for him, mending his clothes, with his little baby sister asleep on her lap.

4. She does not think that William is thus taking what is not his own, and trying also to deceive his mother.

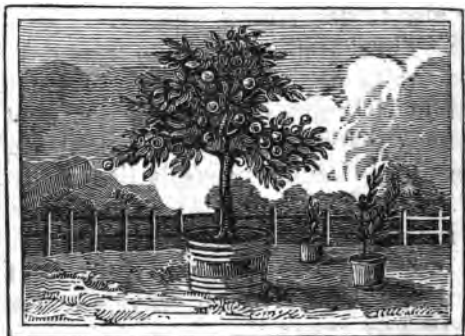
5. Thus William goes on from day to day, taking apples, and cakes, and sugar, without leave, whenever he can get a chance ; and what is worse, he tries hard to conceal it, and even tells lies about it.

6. Does William know that this is stealing? Does he remember that this is breaking the EIGHTH COMMANDMENT of the Lord his God, which says,—“THOU SHALT NOT STEAL.”

7. Let him think of this. Let all children think of it continually ; and remember, that though their earthly parents may not see them, the eye of the Lord is ever upon them.

soft-ly	ta-ble	an-oth-er
a-long	cov-er	pock-et
sit-ting	a-sleep	steal-ing
work-ing	try-ing	break-ing
mend-ing	de-ceive	com-mand
ba-by	when-ev-er	con-tin-u-al
sis-ter	con-ceal	earth-ly

LESSON XXXVII.



MANY GOOD THINGS.

1. Coffee grows on a small bush, about as high as a man's head. Two kernels of coffee grow together in a small pod.

2. There is a tall plant, called the *tea-plant*. When the leaves of the tea-plant are picked off, and rolled up and dried, they make such tea as we use.

3. Sugar is made from the *sugar-cane*. The sugar-cane grows tall, and has long, slender leaves. When it is growing, it looks like corn. The stalks of cane have a sweet juice. They are ground in a mill, and the juice is pressed out. Then it is boiled, to make sugar and molasses.

4. Sugar is sometimes made from the sap, that runs out of maple trees. It can be made of the juice of beets, carrots, corn-stalks, pumpkins, and many other things.

5. Oranges, Lemons, and Figs, grow like apples, on small trees. They will not grow where the weather is cold. The leaves of some fig-trees are larger than an apron. Two of them would be large enough, to make a gown for a great girl.

bush	tall	beet	ground
high	leaves	beets	great
head	tea	stalk	girl
two	use	stalks	would
pod	juice	corn	gown

cof-fee	pick-ed	press-ed
ker-nels	dri-ed	mo-las-ses
to-geth-er	slender	car-rots
tea-plant	su-gar	pump-kins
call-ed	grow-ing	ma-ny

ma-ple	lem-on	weath-er
or-ange	lem-ons	a-pron
or-an-ges	ap-ples	e-nough

LESSON XXXVIII.



MANY GOOD THINGS.

1. What we eat is called food or victuals. Now read about different kinds of food.

2. Bread is made of corn and rye, or of wheat. Corn, and rye, and wheat grow in the fields, and are called grain.

3. Sometimes we eat rice. Rice grows on wet land. Here is a picture of a deer and the rice plant.

4. We sometimes eat meat. One kind of meat is called beef, and that is the flesh of an ox or a cow, that has been killed.

5. Another kind of meat is called veal,

and that is the flesh of a calf. The flesh of sheep is called mutton ; and the flesh of hogs, is pork.

6. When a deer is killed, its meat is venison. When hens, chickens, ducks, geese, and turkeys are killed, and their feathers are picked off, they are called poultry.

7. We have many kinds of fish ; such as, cod, haddock, halibut, salmon, shad, perch, pickerel, and trout.

food	fields	veal	deer
bread	rice	calf	shad
corn	meat	sheep	perch
rye	beef	hogs	trout
wheat	flesh	pork	fish

vict-u-als	chick-ens	poul-try
dif-fer-ent	tur-key	had-dock
müt-ton	tur-keys	hal-i-but
ven-i-son	feath-er	salm-on
chick-en	feath-ers	pick-er-el
eat-er	pick-er	here-af-ter
eat-eth	pick-eth	here-to-fore
eat-en	pick-ed	here-with

LESSON XXXIX.



SCHOOL MISTRESS AND SCHOLARS.

1. Hear this School Mistress ask questions, and her Scholars answer them.

2. How many days are there in a year?

3. Three hundred and sixty-five. Once in four years, there are three hundred and sixty-six. Then it is called Leap-year.

4. What else do you know of time?

5. Sixty seconds make a minute ; sixty minutes make an hour ; twenty-four hours make a day ; seven days make a week ; fifty-two weeks make a year ; one hundred years make a century.

6. Very well. Now tell the days of the week.

7. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Sunday is the Sabbath or Lord's-day, and is called holy time.

8. How must you spend the Lord's-day?

9. In reading the Bible, and other good books, attending church, and the sabbath-school, and in works of charity to others.

10. How do you know the time of day?

11. I ask my mother, and she looks at the clock, and tells me.

12. You must learn to tell for yourself, and not ask others to do any thing for you, which you can easily do. How many Months are there in a year?

13. Twelve. They are January, February, March, April, May, June, July, August, September, October, November, December.

14. How many Seasons are there?

15. Four. They are Spring, Summer, Autumn and Winter. Autumn is sometimes called Fall, because the leaves then fall from the trees.

16. Tell the months of each season.

17. March, April, and May are Spring; June, July, and August are Summer; September, October, and November are

Autumn ; and December, January, and February are Winter.

ask	hour	clock	March
year	week	month	May
once	spend	months	June
four	church	twelve	Spring

ques-tions	six-ty-five	twen-ty-four
schol-ars	six-ty-six	sev-en
an-swer	leap-year	fif-ty-two
ma-ny	sec-onds	cen-tu-ry

Sun-day	Fri-day	read-ing
Mon-day	Sat-ur-day	at-tend-ing
Tues-day	Sab-bath	char-i-ty
Wednes-day	Lord's-day	oth-ers
Thurs-day	Bi-ble	your-self

Jan-u-a-ry	Sep-tem-ber	Sum-mer
Feb-ru-a-ry	Oc-to-ber	Au-tum-n
A-pril	No-vem-ber	Win-ter
Ju-ly	De-cem-ber	au-tum-nal
Au-gust	Sea-sons	win-try

LESSON XL.

SCHOOL MISTRESS AND SCHOLARS.

1. Tell what you know about money.
 2. Ten mills make a cent ; ten cents make a dime ; ten dimes make a dollar ; ten dollars make an eagle.

3. What are pieces of money called ?

4. They are called *coins*.

5. What coins have you seen, that were made in our own country ?

6. I have seen cents and half-cents, that were made of copper ; dollars, half-dollars, quarters, dimes, and half-dimes, that were made of silver ; eagles, half-eagles, and quarters, that were made of gold.

7. There are many coins used in this country, that are made in other countries. The coins of our country, have a figure of an eagle on one side, and the figure of a woman's head on the other side.

8. Do you want a great deal of money ?

9. Yes, mistress, I should like a great deal. in

10. What do you want it for ? m u or ns,

11. To make me rich, so that I may have every thing that I want.

12. That is not right. You should want money only to do good with it. Wisdom and Goodness are the **TRUE RICHES**, which make men happy.

mill	own	deal	right
mills	half	yes	should
cent	gold	you	true
dime	want	rich	which
coins	great	that	what

mon-ey	cop-per	wo-man
dol-lar	sil-ver	wo-man's
ea-gle	coun-try	mis-tress
pie-ces	coun-tries	ev-e-ry
quar-ters	fig-ure	rich-es

NOTE. In spelling words which contain an apostrophe, children should name the apostrophe in its proper place. Thus ; w-o-m-a-n- apostrophe -s, woman's.

LESSON XLI.



SPRING.

1. When the cold weather of winter has ended, and the sun makes the earth warm again, then the grass and flowers spring up and grow out of the ground ; and that is the reason why this season is called *Spring*.

2. Now the farmer ploughs his fields, spreads manure upon them to make the ground better, harrows them to make the earth soft and smooth, and sows them with wheat, rye, barley, oats, flax, or hemp ; or plants them with corn, beans,

or potatoes. In some fields he sows the seeds of beets, carrots, onions, turnips, and parsneps; and plants the seeds of melons, squashes, and pumpkins.

3. In the garden or some other field, he also sows the seeds of cabbages, lettuce, parsley, pepper-grass, radishes, and many other vegetables which are good for food; and the seeds of flowers which please us by their beauty and fragrance.

4. Youth is often called the *spring time* of human life. The knowledge which is now given you, is the seed which is sown in your minds. I hope that it is all *good seed*: but I have known some children who learned a great many foolish and wicked things, and so they had *bad seed* sown in them.

5. If good seed is sown in your minds while you are children, it will teach you how to do right when you become men and women; and *to do right, is to bring forth good fruit*.

6. If you learn wicked things while you are young, you will find, when you are older, that they are *bad seed*, because they will produce *bad fruit*. *Bad fruit* means

bad actions, or such wicked words and deeds as the Lord forbids.

7. Children must be careful to learn and do things that are right. They must not love to hear stories about those who quarrel, or fight, or do any other wicked actions ; and they must not love to see nor hear any thing that is wicked.

weath-er	far-mer	tur-nips
end-ed	ma-nure	mel-ons
on-ions	har-row	squash-es
flow-er	bar-ley	pump-kins
sea-son	car-rots	let-tuce

pars-ley	hu-man	be-cause
pars-nep	ma-ny	pro-duce
fra-grance	wick-ed	care-ful
knowl-edge	be-come	quar-rel
giv-en	ac-tions	sto-ries

po-ta-toes	pep-per-grass
cab-ba-ges	wa-ter-mel-on
rad-ish-es	musk-mel-on
ve-get-a-bles	cit-ron-mel-on

LESSON XLII.

SPRING.

1. How pleasant it is, to walk in the fields and gardens, and see the plants springing up where the seeds were sown. The trees and shrubs are now opening their beautiful blossoms, which fill the air with their fragrant odors.

2. Here is the peach tree with delicate blossoms of a pale red color, and the pear, and plum, and cherry trees which are decked in white. But the most beautiful of all the trees is the apple tree, when it is covered with its red, and white, and purple blossoms. If you search all over the world, you will find no other tree, that should be so much admired.

3. See the small flowers just opening their buds to the sun. Here are the daisy, the violet, the tulip, the iris, the jonquil, the daffodil, and the dandelion. When Summer comes, the roses, and honeysuckle will decorate the walls and the alleys, and delight us with their fragrance.

4. When you see these lovely plants,

and trees, and flowers, you should think that the Lord makes them grow for our use. You should also think that your parents, and teachers, and friends are like those who plant and sow seed in the garden and field. They teach you to know and do what is right; and they hope that what you learn, will spring up, and grow, and blossom, and bear good fruit.

5. When a child begins to think what is right, and ask how to do it, and show that he means to do it, his parents then think, that what they have taught has sprung up, and is beginning to blossom. Then their hearts are glad. All other flowers in the world cannot give them so much delight.

6. When children grow older, and behave well, all the good things that they do, are like the good fruit, which comes after the flowers of Spring and Summer. Then their parents rejoice still more, and give thanks to the Lord, who made the seeds of knowledge which they sowed in their children's minds, to spring up, and grow and blossom, and bear the good fruits of a holy life.

shrub	small	plants	all
peach	walls	air	thanks
pale	use	plum	seeds
white	ask	most	makes
search	taught	should	much

pleas-ant	o-dors	oth-er
gar-dens	cher-ry	flow-ers
spring-ing	deck-ed	dai-sy
blos-soms	ap-ple	tu-lip
fra-grant	pur-ple	i-ris

cov-er-ed	love-ly	re-joice
o-pen-ing	jon-quil	be-gins
del-i-cate	al-leys	ro-ses
beau-ti-ful	de-light	ho-ly
vi-o-let	old-er	o-ver

dan-de-li-on	ad-mi-red
hon-ey-suc-kle	daf-fo-dil
ap-ple-tree	dec-o-rate
knowl-edge	be-gin-ning
ac-knowl-edge	be-gin-ner

LESSON XLIII.



DRESS.

1. Come, Thomas, tell me what clothes you wear, and what they are made of.

2. I wear a hat on my head, and it is made of wool. In the summer I sometimes wear a palm-leaf hat; and that is made of the leaf of the palmetto, or little palm-tree. Some hats are made of fur. Fur is the fine hair of the beaver, otter, muskrat, mink, rabbit, and other small animals.

3. On my body I wear a shirt and a jacket. My father wears a shirt, a vest or waistcoat, and a coat. On my legs I

wear pantaloons, which are also called trousers.

4. My feet are covered with socks and shoes. Some persons wear stockings instead of socks, and boots instead of shoes.

5. My shirt is made of either cotton or flax; my jacket, and trousers, and socks are made of wool in the winter, and of cotton or flax in the summer; and boots and shoes are made of leather.

6. Cloth that is made of flax, is called linen. Leather is made of the skins of calves, cows, oxen, horses, sheep, and goats. The skin of an ox or a cow, is called a hide. The soles of shoes and boots are made of thick ox-hide.

7. Woolen clothes are not so soft as some other kinds, but they are very warm. Wool grows on sheep. Once in a year the farmer shears off the wool from the sheep, and then new wool grows on them.

8. Cotton grows in pods, on a large plant. The cotton-plant is often taller than a man, and it branches out wide. The flowers are like the hollyhock, and are of every color. When a large field of the cotton-plant is in blossom, it has a most beautiful appearance.

9. The pods or bolls open when they are ripe, and men and women and children pick out the cotton with their fingers. More cloth is made of wool and cotton, than of all other things ; and that is the reason why so much is said of the sheep and the cotton-plant.

10. Flax is the skin or bark of a small plant, that grows in our fields. Any friend will tell you how it is made into cloth.

11. Some coarse cloth is made of hemp. This is the bark of a plant that is much larger than flax.

12. Many garments are made of silk. In some parts of the world there are worms which make silk in fine threads, and wind it into balls. Men and women unwind the silk, and then twist it into larger threads, to sew with, or to weave into cloth.

13. The man who makes skins into leather, is called a *leather-dresser* or a *tanner*. The one who makes leather into shoes, is a *shoe-maker*.

14. One who spins cotton, flax, hemp, or silk into thread or yarn, is called a *spinner*. One who weaves it into cloth,

is a *weaver*. One who dresses cloth and colors it, is a *clothier*. One who makes cloth into garments, is a *taylor*.

15. There are so many kinds of work, that no one needs to be idle. What you learn to do while you are children, you will do easily and well, when you are older; but those who grow up in idleness and ignorance, can never be well fitted for the duties of life.

wear	shirt	bolts	weave
head	vest	thick	friend
wool	socks	poes	spins

bea-ver	jack-et	ei-ther
musk-rat	trou-sers	leath-er
rah-bit	stock-ings	lin-en
tall-er	o-pen	wea-ver

pal-met-to	leath-er-dress-er
palm-leaf	shoe-ma-ker
cot-ton-plant	ig-no-rance
hol-ly-hock	ap-pear-ance

LESSON XLIV.



OBEDIENCE TO PARENTS.

1. Two good little girls, named Emily and Frances, lived very near to each other. They were cousins, but they loved each other almost as well as sisters.

2. Both of them loved to do as their parents wished ; and they were neat, orderly, and industrious. They also loved their books, and were always in season, with good lessons at the sabbath school, and the week-day school.

3. Their teachers said that Emily and Frances minded all that was bid them, and were very studious ; and the minister said

that they were silent and serious when they were at church.

4. Their good behavior gave great comfort to their parents ; and nothing else made Emily and Frances so happy, as to see that their parents were satisfied with their conduct. I hope that all the children who read this story, will find equal pleasure in making their parents happy.

5. There was another little girl, called Jane, who lived but a short distance from Emily and Frances. She was not like them, but was full of sly tricks, and loved mischief, and did not obey her father and mother.

6. Jane was never happy ; and, if she saw others happy, she loved to disturb them. Wicked persons are very apt to be envious ; they are displeased when they see others enjoy the blessings which are given them.

7. One fine afternoon in the summer, when there was no school, the good little girls had leave to take their dolls and some other play-things, and sit under a shady tree, a little way from the house.

8. Their mothers told them to keep

still in the shade, as the heat was very great. They were also told not to go further than the great tree, for there might be a shower; and if they were far from the house, they might get wet, and be sick.

9. Emily and Frances had not long been at play, when Jane came up to them, and asked what they were doing. They answered her pleasantly and kindly; but she said, "It is silly to sit under this tree; come with me into the forest, and you will have a good time, picking flowers and berries."

10. They told Jane what their parents had said, and asked her to stay and play with them; but she refused. She said her mother had told her the same thing, but that she knew it never rained when the sun shone so bright.

11. Frances said that she should not think Jane would speak so, if she remembered the Commandment, "Honor thy father and thy mother."

12. Jane said she did not remember it, and did not care for it. She then tumbled about all their play-things and ran away into the wood.

13. Now, said Emily, I am very sorry that Jane is so naughty. I care not much for the trouble she gives us, for we can easily set our play-things in order; but she does not mind her mother, and I am afraid that some sad thing will befall her before she is sorry for her fault.

Fran-ces	mind-ed	e-qual
Em-i-ly	stu-di-ous	dis-tance
cous-ins	se-ri-ous	bles-sings
wish-ed	en-vi-ous	sha-dy

dis-turb	ask-ed	naugh-ty
en-joy	pick-ing	troub-le
a-bout	flow-ers	sor-ry
be-fall	ber-ries	kind-ly

in-dus-tri-ous	an-swer-ed
be-ha-vior	pleas-ant-ly
sat-is-fi-ed	re-mem-ber-ed
af-ter-noon	com-mand-ment
dis-pleas-ed	o-be-di-ence

LESSON XLV.

OBEDIENCE TO PARENTS.

1. Jane had not long been gone, before some black clouds arose in the northwest. They were soon overhead, and the lightning flashed from them, and the thunder was fearfully loud. The birds flew about, as though greatly alarmed, and hid under the shed, and in the barns ; and the cattle ran and bellowed about the fields, as if filled with terror. Birds and beasts seem to know when a storm is coming, and what kind of a storm it will be, much better than men.

2. Emily and Frances hastened home, and had just reached their houses, when the wind blew and whirled furiously, and the rain came down in torrents. Large hail-stones also fell, and beat down the grass and grain, and broke the windows which were not covered with blinds.

3. These good girls were then very glad, and thankful that they were safe at home ; but they thought of Jane, and of her poor mother. They told their pa-

rents all that Jane said and did ; and as soon as any one could safely go out, a man was sent to tell her father and mother where she was.

4. Her father went into the wood, and looked a great while for Jane. At length he found her with her clothes completely wet, and her head, and neck, and arms sadly bruised by the hail. She was sitting under a tree, and was so beaten and frightened, that she did not try to move.

5. When her father brought her home, her mother did all that she could to prevent her taking cold ; but the naughty girl had been so long wet with the rain, which was made cold by the hail, that she was very much chilled. The next day she was quite sick, and the bruises made her very sore and lame.

6. For several weeks it was not thought that Jane would ever be well again. But at length she grew better ; and then she told her kind mother that she should try to be a good child.

7. Jane kept her promise ; but it was a long time before she found it easy to do right. When she had learned to

fear the Lord, and to honor her father and mother, she was very happy.

8. When I last saw her, she was sitting with Emily and Frances under the same tree, where she had treated them so ill. They were now all good friends; and they were telling how happy it made them, to keep the FIFTH COMMANDMENT.

stones	where	fields	seem
right	should	some	all
were	wind	storm	keep
there	down	birds	fifth

north-west	fear-ful-ly	hast-en-ed
light-ning	a-larm-ed	whirl-ed
flash-ed	bel-low-ed	naugh-ty
thun-der	com-ing	look-ed

win-dows	com-plete-ly	chill-ed
tor-rents	fright-en-ed	bruise-es
cov-er-ed	fu-ri-ous-ly	prom-ise
thank-ful	hail-stones	treat-ed
hous-es	tell-ing	hon-or

LESSON XLVI.

FOOLISH FEARS.

1. Peggy Hammond had a silly habit of screaming, when she saw a spider, an earwig, a beetle, a caterpillar, or any kind of insect; and the sound of a mouse or a rat, behind the wainscoat of the room, made her suppose she should die with fright.

2. The persons with whom she lived, used to pity her for being afraid, and that made her fond of the silly trick, so that she became worse daily, and kept the house in a constant tumult and uproar. She would make as much noise about the approach of a poor insect, not larger than a pea, as if she had seen a hungry wolf coming with open jaws to devour her.

3. Peggy was once asked by Mrs. Wilson, a very good lady, to go with her into the country, and Peggy was much pleased at the thought of going to a house where there were charming gardens, and plenty of nice fruit. But the country is a sad place for people who indulge such

foolish fears, because one cannot walk in a garden or field without seeing many insects.

4. Mrs. Wilson, with Peggy and some other companions, arrived at her house just before dinner ; and as soon as that meal was over, Peggy begged leave to go out into the shrubbery. It was a charming place, and she was quite delighted with the clusters of roses and all the sweet-smelling shrubs and flowers, that seemed to perfume the air.

sil-ly

scream-ing

a-fraid

hab-it

ear-wig

be-came

spi-der

in-sect

ap-proach

dai-ly

be-hind

sup-pose

tu-mult

de-vour

clus-ters

con-stant

in-dulge

smell-ing

coun-try

per-fume

com-ing

charm-ing

be-cause

beg-ged

com-pan-ions

de-light-ed

shrub-be-ry

wain-scot



5. As Peggy was tripping along, behold, on a sudden, a frog hopped across the path. It was out of sight in a moment ; yet Peggy could go no further ; she stood still, and shrieked with terror. At the same instant, she saw a worm creeping upon her frock, and she now screamed in such a frantic manner, that her cries reached the house.

6. The company rushed out of the dining parlor, and the servants out of the kitchen. Mrs. Wilson was foremost ; and in her haste to see what was the matter, she caught her foot in a vine, and fell with such violence against a tree, that it cut her head dreadfully ; she was covered

with the streaming blood, and was taken up for dead.

7. It was soon known, that the sight of a little worm and a frog was all that ailed Miss Peggy ; and then how much displeased did every one look at her, to think that her folly had been the cause of such a sad disaster.

8. Although Peggy Hammond was so foolish, yet she had some kind feelings ; and when she heard Mrs. Wilson's groans while the doctor was dressing her wounds, she wept bitterly, and was very sorry for what she had done.

9. Mrs. Wilson was in great danger many days ; and Peggy crept about the house in a most forlorn manner. No one took much notice of her, and she dared not go out into the garden, for fear of meeting a snail, a beetle, a frog, or some other harmless creature, which she thought monstrous and frightful.

10. At length Mrs. Wilson grew better, and then she sent for Peggy to come to her room, and talked to her very kindly and wisely. She said that these little

animals have not the power to hurt us much, and do not wish to hurt us at all ; and that they have much more reason to be afraid of us, than we have to fear them, because even a little girl is able to drive away or kill a thousand frogs or mice.

11. Mrs. Wilson asked her whether she really believed that a frog or a worm would hurt her. Peggy owned that she did not. Then Mrs. Wilson asked whether it would not be wrong to say that they would hurt her. Peggy said it would be wicked. Then, said Mrs. Wilson, "is it not equally wrong to *act* as though you believed they would hurt you?"

par-lor	mon-strous	an-i-mals
kitch-en	fright-ful	dis-as-ter
dress-ing	com-pa-ny	own-ed
rea-son	vi-o-lence	shriek-ed
crea-ture	e-qual-ly	whith-er
thou-sand	be-liev-ed	ser-vants

12. Peggy saw that she ought to *act* what is true, as well as *speak* what is true, and she promised to try very hard to get the better of her fault.* All persons who sincerely try to correct their faults, very soon succeed; and so it was with Peggy Hammond.

13. One day she was with Mrs. Wilson in her chamber, and this good lady being fatigued and sleepy, gave Peggy a book of pretty stories to divert her, and begged the little girl to make no noise while she slept.

14. Mrs. Wilson lay down on the bed, and Peggy sat on a stool at some little distance. All was as still as possible; and after some time, as Peggy chanced to lift her eyes from her book, she saw not far from her, a spider spinning his thread up and down from the ceiling. She was just going to scream, when she

* NOTE. Parents and Teachers know that the Lord requires us to 'do,' 'obey,' and 'keep' the truth, as well as to 'speak' it. This should be carefully explained to children; and great care should be used to make them avoid all foolish and extravagant actions, *because they are inconsistent with the truth*. Much unhappiness and much vice will thus be prevented.

thought of the mischief she had already done to Mrs. Wilson, and she forbore.

15. At that moment, as she turned her head to the other side, a little mouse sat on the table, nibbling some crumbs of cake that had been left there. Peggy now trembled from head to foot, but she had so much power over herself, that she neither cried out, nor moved.

16. This effort cost her much pain at first, but it did her good. Her fear went away by degrees, and then she could observe and wonder at the curious manner in which the spider spun long lines of thread, and made them fast to each other and the wall; and could also admire the sleek coat and bright eyes of the little mouse on the table.

17. While looking at them, her book slipped from her lap, and she suddenly stooped to catch it, that it might not fall on the floor. This alarmed the two visitors, who instantly fled to their retreats. Neither spider nor mouse appeared again that day; and from that time Peggy Hammond had courage and prudence; and took care not to do mischief to others,

nor deprive herself of pleasure by the indulgence of foolish fears.

prom-is-ed

sin-cere-ly

fa-tigu-ed

pos-si-ble

mis-chief

turn-ed

nib-ble

nib-bling

slip-ped

stoop-ed

cour-age

pru-dence

ob-serv-ing

ob-ser-va-tion

ad-mir-ing

ad-mi-ra-tion

in-dul-gence

suc-ceed

cham-ber

pret-ty

sto-ries

nei-ther

her-self

cri-ed

mov-ed

de-priv-e

ta-ble

oth-ers

bet-ter

beg-ged

chanc-ed

dis-tance

spin-ning

a-way

de-grees

ob-serve

ad-mire

la-dy

won-der

cu-ri-ous

vis-it-ers

in-stant-ly

sud-den-ly

mis-chief-ous

cu-ri-os-i-ty

cour-age-ous

LESSON XLVII.

JOSEPH'S SCHOOL ROOM.

1. At the bottom of a steep hill, about twenty miles from London, stood some cotton-mills, which gave employment to a number of men, women, and children. Of all the poor people that worked in these cotton-mills, none were so remarked for industry, cleanliness, good-humor, and steadiness of conduct, as Margaret Newton, her son Joseph, and her little daughter Laura.

2. Margaret had seen better days,—that is, she had formerly been more prosperous in the world. Seven years before the time we are speaking of, her husband went to sea in a ship, and a great storm arose, and dashed the ship to pieces on a rock, and every man on board perished.

3. Poor Margaret was sorely grieved when she heard of this event; but she was a good woman, and she did not let her grief prevent her doing all that she could for the care and support of her children. She then kept a shop, in which she sold

tea, sugar, spices, and all kinds of groceries; and out of the profits, she was able to send her boy and girl to school.

4. Joseph was older than his sister, and was a very diligent, clever little fellow; so that, by the time he was eleven years of age, he had made good progress in reading, writing, grammar, and arithmetic. His mother was consoled by his good conduct, and she thought, as he grew up, he would be able to assist her in the business, and become the support and comforter of her old age.

Mar-ga-ret	stead-i-ness
em-ploy-ment	dil-i-gent
in-dus-try	con-so-led .
for-mer-ly	gro-cer-y
per-ish-ed	gro-cer-ies
a-rith-me-tic	com-fort-er
e-lev-en	com-fort-ing
re-mark-ed	com-fort-less
pros-per-ous	com-fort-a-ble
busi-ness <i>pronounced</i>	biz-ness

5. But another heavy misfortune now befell poor Margaret. A fire broke out one night in the next house, and soon reached to hers. It happened at midnight, when they were all fast asleep; and the shouts and cries of the people in the street roused her only in time to save the lives of herself and children. They had but just got outside the door when the roof of her house fell in, and all that she possessed in the world was consumed by the flames.

6. Margaret and her naked children were taken into the house of one of her neighbors; but she was not willing to be long a burden to any one. She had heard of the cotton-mills; and being provided with a few clothes and a little money by the charity of her friends, she, and Joseph, and Laura travelled on foot to the mills. The owner of the factory or mills, was much interested in Margaret and her children when he heard their story, and saw how decent and honest they appeared; and he directly gave them employment.

7. It was now that Joseph's industry

and attention to his learning became of great service to him. His master soon found that he wrote a good hand, and understood arithmetic, and he often sent for him into the counting-house, and gave him letters to copy, and accounts to cast up; and he was much better paid for doing such things, than for working in the factory.

8. By saving the money that he earned in this way, at the end of the first year he was able to buy a bed, a few chairs, and a table for his mother; and she then hired a small cottage that had a little garden to it, which furnished them with beans and potatoes.

9. Joseph got a new coat; and though it was coarse, it was strong and useful. Margaret and little Laura had neat calico gowns: and when all three went to church together on the Lord's-day, they made so decent an appearance, that every one thought well of them.

10. There were many other children that worked in the factory, and but few of them could read or write. They did not think about their ignorance till they knew

Joseph, and saw how useful his knowledge was, and how happy it made him. They would then have been glad to learn ; but there was no free school for them to attend, and they could not afford to pay a teacher. Besides, they were obliged to work every day during school-hours ; and thus it seemed impossible for them to learn to read, write, and cipher.



11. As soon as Joseph knew that several of the boys and girls who worked in the mill wished to learn what he knew, he offered to teach them, and Laura said that she would assist him. He thought a great deal about it, and soon found out a plan which they all liked. He knew

that there was a great oak tree about half way up the hill, that had a bench fixed around it. They did not go to work in summer till six o'clock ; and if they got to the tree at four, they would have two hours for study.

12. Those who study hard two hours every day, can learn a great deal in a year. Joseph told them this, and they came to the tree at the proper time. Joseph and Laura met them, and brought several alphabets which he had written out in print-hand ; for they had no spelling-books, and Joseph had but one.

13. Only three boys and two girls neglected to come to this new school ; and it was a beautiful sight to see a group of children, eager to learn, seated so early in the morning around the old oak, which had served as a resting place to many a weary traveller.

14. This singular affair by degrees became known all around the country ; and the oak tree was called JOSEPH'S SCHOOL-ROOM. Several persons gave money to buy primers, spelling-books, bibles, slates, and copy-books for the young

scholars, and every one seemed anxious to do something for this strange school.

15. If Joseph found that any boy told lies, used bad words, or was guilty of any other wicked habit, he first told him how wrong it was, and if he did not reform, then he was not suffered to come to the tree. All thought it a sad and disgraceful thing, to be expelled from Joseph's School-Room.

16. The owner of the cotton-mills found that all who attended this School, became more orderly and industrious; and this pleased him so much, that when the mornings grew shorter, he allowed Joseph to teach in one of the rooms of the mill. Here they met every evening through the cold season; but when spring returned, all the children requested to go back to the tree on the side of the hill.

17. All these scholars learned to read, and write, and cipher; and many of them, when they had grown up to be men and women, would often come and sit upon the old bench, and remember with gratitude and affection, that they had gained the first rudiments of useful knowledge in *Joseph's School-Room at the foot of the Oak Tree.*

* The Teacher is desired to select from the latter part of this Lesson the proper words for spelling.

LESSON XLVIII.

THE WAY TO BE WISE.

1. *David.* It is a long time, father, since you have had leisure to talk much with me, but I have been thinking a great deal. I have wanted for more than a week, to have you at home, and at leisure, to tell me how to be wise.

2. *Father.* I am glad that you wish to know, and that you wish me to tell you. If you have been thinking so much of it, you can tell me what you suppose the way is.

3. *David.* Since I began to think about it, I have minded what others said; and I have heard them call the Minister, and the Judge, and the Lawyer, wise men; and that made me think that the wisest men were those who knew most.

4. *Father.* A great many persons think just as you do. They suppose that the way to be wise, is to learn a great deal; and that every man who is very learned, is very wise. But the Bible teaches us, that no man is wise, who does not live

well. Those persons are wisest, who know most and live best.

5. *David.* Is every one wise, who behaves well ?

6. *Father.* Yes ; living well is wise conduct ; and living wickedly is the worst kind of folly.

7. *David.* I have heard of some persons who had learned a great deal, and yet lived wickedly. They had been to college and learned more things than I can tell of, and had read the Bible as much as a minister ; and yet they were proud and cruel, and sometimes told lies, and used wicked words ; and they were commonly idle, or doing mischief.

8. *Father.* And do you not think it is great folly, for those who know so much, and are so capable of being useful, to conduct in such a manner ?

9. *David.* Yes, sir : it would be foolish, even for ignorant persons to conduct so ; and I suppose that it is much worse for those who know more.

10. *Father.* You are right ; bad conduct is most foolish and sinful in those who know best how to conduct well. Now

you can see that the way to become wise, is to learn what is right, and do it. If you learn what is right without doing it, you will be foolish and wicked.

11. *David.* Do all kinds of knowledge make us wiser, if we try to do right?

12. *Father.* Yes ; all knowledge that we use in doing good to others, does us good, and makes us wiser.

13. *David.* A great many things that I now study, do not seem to be of any use ; why, then, do you wish me to learn them ?

14. *Father.* You should learn them, that you may know how to do good when you are older. You cannot be useful until you have learned how ; and when you have learned how to do a great many good things, the Lord will give you occasions enough for doing them ; and when you do them, and love to do them, you will be wise.

15. *David.* I suppose the Sacred Scriptures will tell me best, how to do what is good, and to shun what is evil.

16. *Father.* Yes ; the Word of the Lord will tell you this, if you desire to do

right ; but if you love to do wrong, you can read the Bible a great deal, without learning much. If you love to do good, and not evil, the Word of the Lord will teach you how to use all knowledge and all things that you have, in the way that will make you truly wise.

leis-ure

sup-pose

use-ful

law-yer

be-have

want-ed

knowledge

become

teach-es

con-duct

un-til

Scrip-tures

mis-chief

e-nough

fool-ish

min-is-ter

use-ful-ness

wick-ed-ly

fool-ish-ness

com-mon-ly

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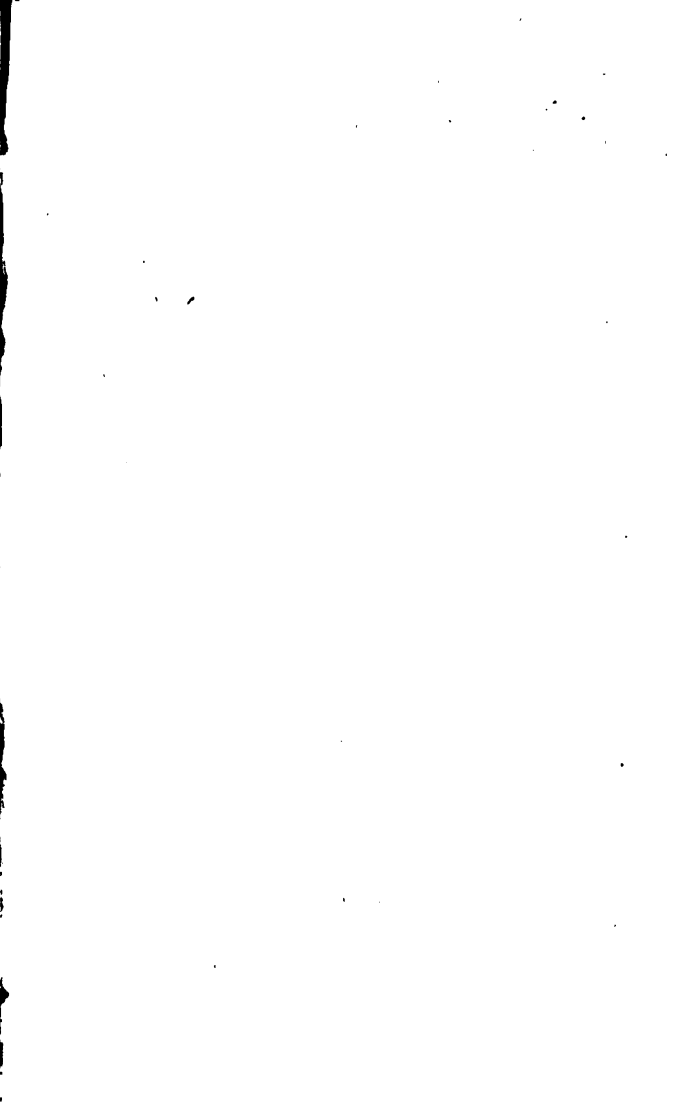
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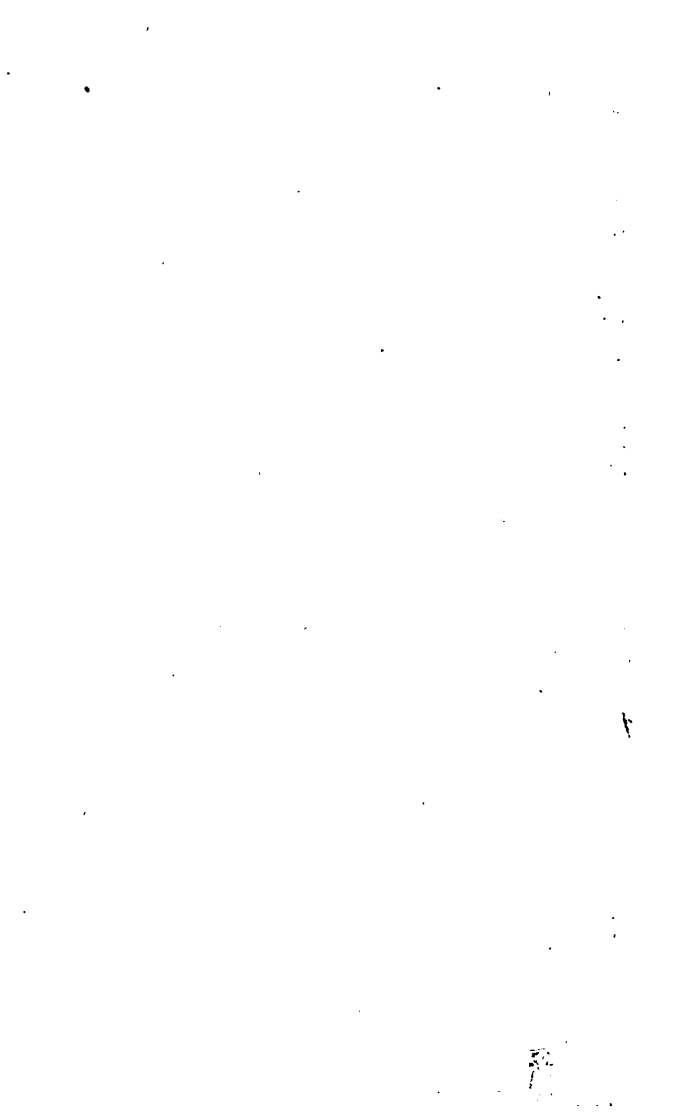
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